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Brandeis University Bulletin

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Brandeis University
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Brandeis University
National
Women's Committee

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Section 2B of Chapter 151C of the Massachusetts General Laws provides that: “Any student [...] who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day shall be [so] excused . . . , and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged . . . for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.”

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It is the policy of Brandeis University not to discriminate against any applicant or employee on the basis of race, color, religion, sex, sexual orientation, age, national origin, disabled or Vietnam-era veteran, or handicap status. The University operates under an affirmative action plan and encourages minorities, women, Vietnam-era veterans and disabled veterans to apply, both in terms of employment and to all rights, privileges, programs and activities generally accorded or made available to its students. The University’s Affirmative Action Plan is available for inspection at the Office of the Director of Affirmative Action and Government Regulation Compliance. Inquiries concerning discrimination may be referred to the Director, Office of Affirmative Action and Government Regulation Compliance.

Programs, requirements, fees and other information are set forth herein as they exist at the date of this publication. Brandeis University reserves the right to make changes without notice.

Academic Calendar 1990-91

| Fall Term | | | Wednesday through Wednesday | December 12 December 19 | Examination period. Winter Recess begins after last examination. |
|---------------------|-------------------------------|--|--------------------------------|----------------------------|--|
| Tuesday | August 28 | Returning students register. Fees are payable in full at this time. Students who register later will be fined \$10. | Wednesday | January 2, 1991 | Fall Term grades due and incompletes from Spring Term 1990. Final day for faculty certification that February master's candidates have completed degree requirements, including language(s) and theses, and that Ph.D. candidates have defended dissertations. Final day for February degree candidates to discharge any financial indebtedness to the University. |
| Wednesday | August 29 | New students register. Fees are payable in full at this time. Students who register later will be fined \$10. | | | |
| Thursday | August 30 | Opening day of instruction in courses. | | | |
| Monday | September 3 | No University Exercises. | | | |
| Friday | September 14 | Final day for filing Study Cards. No program changes for Fall Term may be made after this date. | Friday | January 4 | Final day for admission to candidacy and for completion of language requirements for students expecting to earn the Ph.D. in May 1991. Final day for February doctoral candidates to deposit dissertations at the Graduate School office. |
| Thursday and Friday | September 20 and September 21 | No University Exercises. | | | |
| Tuesday | October 2 | Brandeis Thursday. Thursday class schedule in effect. | | | |
| Thursday | October 4 | No University Exercises. | | | |
| Thursday | October 11 | No University Exercises. | | | |
| Wednesday | November 21 | Brandeis Thursday. Thursday class schedule in effect. | Friday | January 18 | Registration for students entering in Spring Term. Registration procedures begin for returning students. |
| Thursday and Friday | November 22 and November 23 | No University Exercises. | | | |
| Monday | December 3 | Last day for February degree candidates to submit penultimate copies of dissertations to department chairs and to file Application for Degree with Graduate School office. | Monday | January 21 | No University Exercises. |
| Friday | December 7 | Last day of instruction. | Tuesday | January 22 | First day of instruction in courses. |
| Monday and Tuesday | December 10 and December 11 | Study days. | Monday | February 4 | Last day for filing Study Cards. No program changes may be made after this day. |
| | | | Friday | March 1 | Final day for filing Application for Financial Aid for 1991-92. |

Spring Term

| | | | | | |
|-----------------------|---------------------|--|---------------------------|-----------------|--|
| Monday through Friday | March 4 March 8 | Midterm Recess. | Tuesday | May 7 | Last day of instruction. |
| Monday | March 11 | Last day for May degree candidates to submit penultimate copies of dissertations to department chairs and to file Application for Degree with Graduate School office. | Wednesday | May 8 | Study day. Final date for May doctoral degree candidates to deposit dissertations at the Graduate School office. |
| | | | Thursday through Thursday | May 9 May 16 | Final examination period. |
| Tuesday | March 26 | Brandeis Friday. Friday class schedule in effect. | Friday | May 17 | Grades due for all degree candidates no later than 10:00 am. Final day for faculty certification that master's candidates theses have been accepted. |
| Thursday | March 28 | Final day for master's candidates to complete foreign language requirement(s) for May degree. Final day for completion of language requirements for students expecting to earn the Ph.D. in February 1992. | Sunday | May 26 | Commencement. |
| | | | Tuesday | May 28 | All Spring Term grades due and Incompletes from Fall Term. |
| Friday through Friday | March 29 April 5 | Spring Recess. | | | |
| Friday | April 19 | Final day for faculty certification that May Ph.D. candidates have defended dissertations. Final day for May degree candidates to discharge any financial indebtedness to the University. | | | |

Major Religious Holy Days Involving the Christian and Jewish Calendars During 1990-91

Fall Term

| | | |
|--------------------|----------------------------------|-----------------|
| Thursday Friday | September 20 and September 21 | Rosh Hashanah |
| Saturday | September 29 | Yom Kippur |
| Thursday | October 4 | Sukkot |
| Thursday | October 11 | Shimini Atzeret |
| Tuesday | December 25 | Christmas |

Spring Term

| | | |
|----------|----------|-------------------------|
| Friday | March 29 | Good Friday |
| Saturday | March 30 | Passover |
| Sunday | March 31 | Easter |
| Friday | April 5 | Orthodox Good Friday |
| Sunday | April 7 | Orthodox Easter |

Policy of Brandeis University pertaining to religious observances:

In constructing the academic calendar, religious holy days will not be the sole factor in determining days on which classes will be held or suspended. It is the policy of the University, however, that students be encouraged to observe their appropriate religious holy days, that instructors strive to facilitate this by allowing absence from classes for such purposes and by trying to insure that no examinations, written

reports, oral reports or other mandatory class assignments are scheduled for or due on such holy days; and that instructors provide ample opportunities for such students to make up work missed on such occasions without penalty.

Brandeis University

Brandeis University is recognized as one of the finest private liberal arts universities in the United States. Named for the late United States Supreme Court Justice Louis Dembitz Brandeis (1856-1941), the University was founded in 1948 under Jewish sponsorship as a nonsectarian institution offering the highest quality undergraduate and graduate education. It received accreditation within five years, the shortest possible time, and was awarded recognition by Phi Beta Kappa in 1961, only 13 years after its founding—the youngest institution to be so honored in more than 100 years.

Of the approximately 2,000 accredited colleges and universities in the nation, Brandeis is one of only 100 institutions recognized as research universities. Brandeis is a member of the Association of American Universities, and is accredited by the New England Association of Schools and Colleges. Because of its research capabilities and size, Brandeis is able to combine the breadth of range of academic programs usually found at much larger universities with the intimate educational atmosphere of an undergraduate college.

For full information on the undergraduate curriculum, see the *Bulletin of the College of Arts and Sciences*.

Brandeis University is a community of scholars and students united by their commitment to the pursuit of knowledge and its transmission from generation to generation. As a research university, Brandeis is dedicated to the advancement of the humanities, arts, social, natural and physical sciences. As a liberal arts college, Brandeis affirms the importance of a broad and critical education in enriching the lives of students and preparing them for full participation in a changing society, capable of promoting their own welfare, yet remaining deeply concerned about the welfare of others.

In a world of challenging social and technological transformation, Brandeis remains a center of open inquiry and teaching, cherishing its independence from any doctrine or government. It strives to reflect the heterogeneity of the United States and of the world community whose ideas and concerns it shares. In the belief that the most important learning derives from the personal encounter and joint work of teacher and student, Brandeis encourages both undergraduates and postgraduates to participate with distinguished faculty in research, scholarship and artistic activities.

Brandeis was founded in 1948 as a nonsectarian university under the sponsorship of the American Jewish community to embody its highest ethical and cultural values and to express its gratitude to the United States through the traditional Jewish commitment to education. By being a nonsectarian university that welcomes students and teachers of every nationality, religion and political orientation, Brandeis renews the American heritage of cultural diversity, equal access to opportunity and freedom of expression.

The university that carries the name of the Justice who stood for the rights of individuals must be distinguished by academic excellence, by truth pursued wherever it may lead and by awareness of the power and responsibilities that come with knowledge.

As adopted at the meeting of the Board of Trustees, December 6, 1984.

Accreditation Statement

Brandeis University is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of the institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity also is addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the Office of the Provost and Dean of the Faculty, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110. Individuals may also contact the Association: Commission on Institutions of Higher Learning, New England Association of Schools and Colleges, Inc., The Sanborn House, 15 High Street, Winchester, MA 01890, 617-729-6762.

The Graduate School of Arts and Sciences

History and Organization

The Graduate School of Arts and Sciences was formally established in 1953 when the University's Board of Trustees authorized graduate study in the departments of Chemistry, Music, Psychology and Near Eastern and Judaic Studies. The general direction of the Graduate School is vested in a Graduate Council of the Faculty composed of the President and the dean of the faculty, ex-officio; the dean of the Graduate School; and one representative, usually the chair, of each of the several University departments and committees offering graduate instruction. The members of the Graduate Council are appointed by the President on the recommendations of the dean of the Graduate School. The functions of the Graduate Council, exercised in consonance with University policy, are to determine requirements for admission; to provide programs of study and examination; to establish and maintain requirements for graduate degrees; to approve candidacy for degrees; to make recommendations for new areas of graduate study; to lay down such regulations as may be considered necessary or expedient for governing the Graduate School; and to exercise a general supervision over its affairs. The dean of the Graduate School is the chair of the Graduate Council and the chief executive officer of the Graduate School.

Objectives

The underlying ideal of the Graduate School is to assemble a community of scholars, scientists and artists, in whose company the student-scholar can pursue study and research as an apprentice. This objective is to be attained by individualizing programs of study, restricting the number of students accepted, maintaining continual contact between students and faculty, and fostering the intellectual potential of each student. The graduate programs are designed to educate broadly as well as train professionally.

Degrees are granted on the evidence of intellectual growth and development, rather than solely on the basis of formal course credits. Fulfillment of the minimum requirements cannot, therefore, be regarded as the sole requisite for degrees.

Areas of Graduate Study

During the academic year 1990-91, graduate programs will be offered in the following areas:

1. Anthropology
2. Biochemistry
3. Biology

4. Biophysics
5. Chemistry
6. Comparative History
7. Computer Science
8. English and American Literature
9. History of American Civilization
10. International Economics and Finance
11. Jewish Communal Service
12. Joint Program of Literary Studies
13. Mathematics
14. Music
15. Near Eastern and Judaic Studies
16. Physics
17. Politics
18. Psychology and Cognitive Science
19. Sociology
20. Theater Arts

Graduate School

The Graduate School office is located in the Rabb Graduate Center. The office is open Monday through Friday from 9:00 am to 5:00 pm. All requests for information, catalogs and application forms should be addressed to the Dean of the Graduate School of Arts and Sciences, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110.

University Libraries

The Brandeis University Libraries, consisting of the Main Library and the Gerstenzang Science Library, have combined collections of 860,000 volumes, 760,000 microforms, 300,000 U.S. documents, 7,700 serials and 63 newspapers.

The Main Library, composed of the Bertha and Jacob Goldfarb Library and the Rapaport Treasure Hall, houses collections supporting the humanities and the social sciences, Judaica and creative arts. In addition, the Library is a selective government document depository, emphasizing labor, health, politics and statistics. There is also a legal reference collection, providing sources on both the state and federal levels.

The Judaica department's reading room houses one of the country's most important collections of reference materials and basic texts pertaining to Judaic and Islamic studies, the ancient Near East and the modern Middle East. Current periodical indexes relating to these disciplines are also housed in the reading room.

The Norman and Rosita Winston Creative Arts Center houses the collections and facilities in music and fine arts. Over 13,000 volumes, emphasizing scholarly editions in medieval, Renaissance and baroque music, make up the musical score collection. In addition, there is a 1,500-volume creative arts reference collection. The sound recording collection contains over 15,000

discs, tapes and cassettes with facilities to accommodate 72 listeners.

The Rapaport Treasure Hall is the home of the Special Collections department and the Vito Volterra Cultural Center. This section includes the rare books collection, the manuscript collection and some Brandeis archival material. Among the most important collections are the Spanish Civil War Collection, the Leonardo da Vinci Collection, the Vito Volterra Collection on the History of Science and Mathematics, the McKew-Par Collection on Magellan and the Age of Discovery, and the Justice Brandeis Collection.

The Gerstenzang Science Library, located within the science complex to allow convenient access by its users, contains the collections supporting the physical and natural sciences and mathematics. Containing more than 100,000 volumes and over 900 periodical subscriptions, the Library is a reference and research facility for the science complex, providing materials for advanced independent work as well as supporting instructional programs.

The Brandeis University Libraries use an integrated automated system known as LOUIS (Library Online User Information System). As an online catalog, it offers access to most of the library materials in the University Libraries through terminals located around the library.

The newest unit in the Brandeis University Libraries is the Intercultural Library. Located on the lower level of Morton May, the Library houses a selective collection of books, reference works and current periodicals focusing on Asian, African and Latino cultures and their relationship to the American experience. The Library provides access to the online catalog of the entire Brandeis Libraries system, study space for individuals and small groups and hosts a variety of cultural programs.

Special services are available in the Libraries to assist in the research process. One of the newest services is a number of research databases on compact discs in both the Main Library and the Gerstenzang Science Library. Librarians provide computerized literature searches of databases on a cost recovery basis. Access is available through BRS, Dialog, NLM (National Library of Medicine) and CAS (Chemical Abstracts Service). Orientation to the Libraries and instruction in the use of the collections are available by request at the reference desks. Interlibrary Loan Services provides books or photocopies of materials not owned by the University Libraries. Brandeis is a member of the Boston Library Consortium, composed of 12 academic and research institutions in the Boston area. The consortium provides virtually free interlibrary loans, a union list of serials and cooperative access to collections.

Admission

As a rule, only well-qualified men and women who have completed the normal four-year program leading to the bachelor's degree will be considered for admission to the Graduate School. Graduates of foreign schools and others who have completed the equivalent of a bachelor's degree program may apply, describing the educational program they have completed.

Testing

Applicants for admission to the graduate programs in biochemistry, biophysics, politics and psychology are required to take the Graduate Record Examination (GRE), including the aptitude test portion and preferably one advanced test in a field related to the proposed area of graduate study. Applicants to the Lemberg Program in International Economics and Finance must submit results of either the GRE or Graduate Management Admission Test (GMAT). Applicants to the Hornstein Program in Jewish Communal Service must submit the results of either the GRE or the Miller Analogies Test. All other applicants are urged to take the GRE. In order for the results of the GRE to be considered, the applicant should take the examination no later than January preceding the academic year for which application is made. Information concerning the GRE is available from the Educational Testing Service, Princeton, NJ 08541-6155.

Foreign students, regardless of field of graduate study, are required to take the Test of English as a Foreign Language (TOEFL), Test of Written English (TWE) and Test of Spoken English (TSE) unless English is their first language. Applications for admission to the test should be made to TOEFL, Educational Testing Service, Princeton, NJ 08541-6155, USA. The test is administered at various established centers abroad.

Application

Specific requirements for each graduate program are to be found under the appropriate headings in this catalog. Each applicant should consult these requirements before filing an application. A student may apply to only one graduate department or program. Applicants to the Graduate School should write to the Dean of the Graduate School of Arts and Sciences, stating which program of study he or she wishes to enter. A catalog and appropriate forms will be forwarded to the applicant. The "Application for Admission" should be completed and returned in duplicate as soon as possible. Applicants requesting financial aid must file a CAPSFAS form. Closing dates for receipt of applications by the several graduate departments are included with the application materials.

Applications for admission for the spring term must be filed by December 1. Students are not usually admitted at midyear, and those who do gain admission are not normally eligible for financial aid.

All applicants must arrange to forward, in duplicate, official transcripts of all undergraduate and graduate work. In addition, they must have forwarded, on forms provided by the Graduate School, two letters of recommendation, preferably from professors with whom they have studied in their proposed area of study. Applicants who have engaged in graduate study elsewhere should request at least one of the recommendations from a professor with whom they have done graduate work.

Many departments also require the submission of samples of work as well as the materials described above. Applicants should consult departmental requirements in a later section of this catalog for enumeration of additional materials to be submitted.

All applications must be accompanied by the application fee, payable by check or money order to Brandeis University. No application will be processed until this fee is paid.

Admission Procedure

All applicants are considered on a competitive basis. The number of students admitted each year in each department is limited so that the Graduate School may operate effectively under its distinctive principles of individualized study and apprenticeship. Consequently, admission may sometimes be denied to qualified persons. Meeting the minimum standards of admission merely qualifies the applicant for a place in the group from which final selections will be made. Selections are based on the applicant's ability to do graduate work of high quality, as shown by: the distinction of his or her previous record, particularly in the proposed area of study; the letters of recommendation submitted in support of the application; and his or her presumed adaptability to the particular graduate programs offered by Brandeis University. In addition, knowledge of foreign languages, relevant practical experience in the field, samples of work, the results of the GRE and indications of character are considered.

Each application for admission with all supporting records is first examined by the appropriate department or committee. The department or committee recommends to the dean of the Graduate School which applicants should be selected for admission and for financial aid. The dean reviews all applications in the light of departmental recommendations, and informs each applicant of the results in April.

Acceptance

A student who has been accepted for admission to the Graduate School will be notified by a letter specifying the date by which he or she must accept the offer of admission and awards, if any. If a student selected for admission indicates that he or she does not intend to accept the offer or fails to reply by the date specified, the admission offer becomes void and another applicant may be accepted.

Brandeis University subscribes to the "Resolution Regarding Scholars, Fellows, Trainees and Graduate Assistants" of the Council of Graduate Schools in the United States. The resolution states:

"Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment anytime through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer."

Students who are accepted must provide the Graduate School office with an official final transcript of their undergraduate record and of any graduate work in process at the time of acceptance. In addition, students who are accepted are **required to complete and return a medical questionnaire and a health insurance form**, which will be sent during the summer. Registration is conditional upon receipt by University Health Services of these required forms.

If, after having been admitted, a student cannot attend, he or she should notify the dean of the Graduate School as soon as possible. If such students are to be admitted for a subsequent academic year, they must request reactivation of their applications at the appropriate time, and bring them up to date.

Foreign Students

Applicants who have been denied admission may reapply in a later year, particularly if they have had further training that would strengthen their applications or if they can submit additional letters of recommendation.

Admission to the Graduate School does not imply that the successful applicant has been accepted as a candidate for a graduate degree. Superior performance at Brandeis University is essential. Admission to candidacy for the M.A. or M.F.A. is granted by the graduate department or committee administering the program of study. Admission to candidacy for the Ph.D. is granted by the Graduate Council on the recommendation of the department or committee administering the program of study.

Readmission

Admission is valid only for one academic year. A student's record is reviewed annually, and he or she may be denied readmission. Students completing the requirements for the M.A. or M.F.A., and students who already hold a master's degree but who have not yet been admitted to candidacy for the doctorate, must make formal application for readmission by the first business day in March. The readmission application must be filed with the Graduate School office.

Graduates of foreign colleges and universities who have the equivalent of an American bachelor's degree, and foreign students who have been graduated from American universities may compete for admission and financial assistance at Brandeis, which is authorized under federal law to enroll nonimmigrant alien students.

Applications must be completed and returned by February 1 of the year in which the student seeks fall admission. Successful applicants will be notified as soon as possible.

Entrance Examinations. All applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), Test of Written English (TWE) and Test of Spoken English (TSE); thorough competence in English is required for study at Brandeis. All applicants are urged to take the Graduate Record Examination (GRE). They should consult this catalog for the departments that may require this examination. For information concerning the administration of both these examinations, applicants should write to the Educational Testing Service, Princeton, NJ 08541-6155.

Financial Aid. Financial aid in the form of scholarships, fellowships, teaching assistantships and research assistantships is available to only a few of the most outstanding students. In any case, the total assistance offered usually covers only a small proportion of the student's total annual expenses. Hence the students, when applying for admission, should indicate a means of financial support. At least \$7,500 in United States currency is necessary to cover living costs for the nine-month academic year, exclusive of expenses for tuition, travel and summer or vacation periods.

Employment. The regulations of the United States Immigration and Naturalization Service limit strictly the amount of paid work that a student from abroad may do. During the summer vacation, INS may permit a student to obtain off-campus employment. However, such permission cannot be guaranteed. Students must petition on special United States government forms, through the Office of International Programs, for permission to accept such employment.

Requirements for the Degree

The following general requirements apply to the awarding of graduate degrees in all areas of study. For specific program requirements students should consult the appropriate section of this catalog.

Master of Arts

In order to qualify for a master's degree, the student must complete the equivalent of one full year of graduate study at Brandeis University, ordinarily computed at a minimum of eight term courses of approved study. Departments may, at their option, require more than eight term courses of graduate study. Departments offering master's programs may require that the candidate demonstrate a reading knowledge of at least one foreign language and pass satisfactorily a general or qualifying examination, which, at the department's discretion, may be in one or more parts and may be written, oral or both. Where a thesis is required for the master's degree, two copies must be submitted to the department chair in final form no later than the first Friday in January for a February degree or May 1 for a May degree.

The master's degree must be earned within four years from the inception of graduate study at Brandeis University.

Master of Fine Arts

In order to qualify for the degree of Master of Fine Arts in Music, the candidate must complete with distinction 12 term courses at the graduate level, and must meet the specific requirements for the degree as set forth under Music, **Requirements for the Master of Fine Arts Degree**, in a later section of this catalog. Two copies of the thesis or composition must be submitted to the department chair in final form no later than the first Friday in January for a February degree or May 1 for a May degree.

In order to qualify for the degree of Master of Fine Arts in Theater Arts, the candidate must complete the specific requirements for the degree as outlined under Theater Arts, **Requirements for the M.F.A. Degree**, in a later section of this catalog. Students enrolled for specialization in dramatic writing must submit two copies of a play in final form in lieu of a thesis.

The Master of Fine Arts degree must be earned within five years from the inception of graduate study at Brandeis University.

Doctor of Philosophy

In order to qualify for the degree of Doctor of Philosophy, a student must ordinarily complete a minimum of three years of graduate study, including two full years of residence and a third year devoted to the preparation of a doctoral dissertation. Under certain conditions, credit for advanced standing will be granted for work taken in residence in graduate schools of other universities. Each department or committee reserves the right to require prospective candidates for the degree to perform work in excess of its minimum standards to assure thorough mastery of the area.

Prospective candidates may be required to demonstrate proficiency in at least one foreign language. In all areas of study the student must satisfactorily pass a general or qualifying examination, which, at the department's discretion, may be in one or more parts and may be written, oral or both. In addition, all prospective candidates must write a doctoral dissertation and defend it in a final oral examination.

To be eligible for the Ph.D. degree in a given year, the student must have (1) been admitted to candidacy for the doctorate, (2) completed all residence requirements and (3) passed all language and qualifying examinations by the close of the term preceding the term in which the degree will be conferred.

Students entering Brandeis University with no previous graduate work must earn the doctorate within eight years from the inception of study. Students who are granted credit for a year of graduate work completed elsewhere must earn the degree within seven years from the inception of their study at Brandeis.

Language Requirements

There is no University requirement for foreign language competency at either the master's or doctoral level.

Each department or program determines which languages are acceptable as satisfying its foreign language requirement. Some departments may not require foreign language competency, while others may set requirements that will vary within the subfields offered by those departments.

In departments where languages are required, students are expected to satisfy the requirement as soon as possible. Completion of this requirement at another university does not satisfy the Brandeis requirement.

For specific requirements of each department or program, consult the departmental listing in the following section of this catalog.

Admission to Candidacy

A student who (a) has demonstrated a knowledge and mastery of the subject matter of the field at a level satisfactory to the department or committee, (b) has passed all departmental qualifying examinations, (c) has indicated a capacity for independent research of high quality and (d) has completed satisfactorily all specific department or committee requirements for admission to candidacy may, at the recommendation of the department or committee, be admitted under the rules of the Graduate Council to candidacy for the degree of Doctor of Philosophy. In order to be eligible for the degree, the student must be admitted to candidacy at least one term before it is awarded.

Application for Graduate Degrees

Candidates for the M.A., M.F.A. and Ph.D. degrees must file with the Graduate School office an application for the degree no later than December 1 for a February degree and no later than March 1 for a May degree of the academic year in which the degree is to be conferred. Upon written recommendation from a candidate's department or committee that the application be approved, the record will be reviewed by the Graduate Council, which recommends the student to the University's Board of Trustees for the award of the degree. In case of failure or withdrawal from candidacy in any year, the student must reapply by filing a new application in a later year.

Dissertation and Final Oral Examination

When a student is ready to embark upon the preparation of a doctoral dissertation, a Dissertation Reading Committee of no less than three faculty members, at least one of whom is a tenured member of the faculty, will be appointed by the chair of the student's department. The student's principal advisor will serve as the chair of this committee. The Dissertation Reading Committee will guide the research for and preparation of the dissertation. When this committee certifies its approval of the dissertation to both the dean of the Graduate School and the chair of the student's department, the latter, with the approval of the dean of the Graduate School, will appoint a Dissertation Examining Committee to preside over the student's Final Oral Examination and will notify the candidate of the time and place of the Final Oral Examination at least three weeks prior to the scheduled date of the examination. Two copies of the dissertation, as well as an abstract of no more than 350 words, should be submitted to the Dissertation Reading Committee for approval. The style and format of the dissertation is determined by each department.

The dissertation, when approved by the readers, must then be deposited in the department office where it will be available for inspection by all interested members of the faculty for at least two weeks prior to the Final Oral Examination.

The department will publish in *The Brandeis Reporter* the time and place of the candidate's Final Oral Examination and the title of the doctoral dissertation. The Final Oral Examination will be open to any member of the faculty engaged in graduate instruction and to invited faculty members from other institutions.

The Dissertation Examining Committee, recommended by the department chair and approved by the dean of the Graduate School, must be composed of a minimum of three faculty examiners, at least one of whom

Academic Regulations

shall be a tenured member of the faculty and one of whom shall be from a graduate department outside the student's own, in a related area.

The examination may be restricted to a defense of the dissertation, or may cover the whole field of the dissertation. The candidate will be notified by his or her department or committee of responsibility for coverage prior to the examination.

A report, signed by the Dissertation Examining Committee, certifying the candidate's successful performance on the Final Oral Examination, will be submitted to the dean of the Graduate School.

If the Dissertation Examining Committee requires substantial revisions of the dissertation text, the revisions must be completed and accepted by the Committee within six months of the dissertation defense, otherwise the dissertation will be redefended.

Deposit and Publication of Dissertation

No later than the dates specified in the current Academic Calendar for February and May degrees, the candidate must deposit two copies of the finished dissertation, including the original typescript, in a state suitable for microfilm and Xerox publication. Both copies of the dissertation must have the signed approval of the dissertation supervisor and readers. One copy will be retained by the library, the other will be returned to the student, both bound. The candidate must also submit two copies of an abstract of the dissertation, not to exceed 350 words, that has been approved by the dissertation supervisor.

A detailed statement of the Graduate School publication regulations is available from the Graduate School office. See also the statement in this catalog, under **Fees and Expenses**, on the Final Doctoral Fee.

Registration

Every resident student must register in person at the beginning of each term, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University. Students who have completed their residence requirements and who wish to utilize any academic service or facility of the University must also register.

There is a charge of \$10 if registration is not completed at the time specified in the Academic Calendar.

Registration consists of payment of all fees for the term and filing a Registration Card and other duly completed required forms. Program Cards are filed at a later date.

Program of Study

Before filing a Program Card, the student should plan a program of study in consultation with the chair of the department. All courses for which the student registers for credit must be listed on the Program Card.

Audited courses must also be listed, noted as "audit," and the Program Card must be signed by instructors of such courses.

Graduate students may not register for an undergraduate course (numbered below 100) for degree or residence credit unless they secure the signed approval of both the instructor of that course and their department chair or graduate advisor. The student must then petition the dean of the Graduate School for the desired credit and must receive approval before or at the time of registration. Credit will not be given for undergraduate courses taken to make up deficiencies in the student's preparation for a program of graduate studies, nor will credit ordinarily be given for language courses that are not part of the student's program of studies. Under no circumstances may a student receive credit toward completion of degree or residence requirements for courses undertaken to aid in the completion of language requirements. Scholarship students may not apply their scholarships toward the remission of tuition for undergraduate courses taken to remedy deficiencies. The completed Program Card must be signed by the department chair before submission at registration, and the department chair will certify whether the program of study is full-time or part-time and, if part-time, whether one-quarter, one-half or three-quarters time. Full-year courses must be re-entered at midyear. Students wishing to drop a full-year course at midyear must petition the dean of the Graduate School for permission,

after receiving the written approval of the instructor of the course and of the chair of their department. Students may not register at midyear for a full-year course without the written approval of the instructor of the course and their department chair.

Program Cards are filed approximately two weeks after the opening days of instruction (see Academic Calendar for specific date) and are considered to be final.

Auditing Courses

The privilege of auditing courses without fee is extended to all regularly enrolled graduate students except special students. Special students may audit courses by paying for them at the same rate as those taken for credit. No courses may be audited without the permission of the instructor. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

Change of Program

Only under unusual circumstances are students allowed to drop courses after filing their Program Cards. To do so, a Course Change Card is obtained from and returned to the Graduate School Registrar. Courses must be dropped no later than one week prior to the beginning of an examination period. Each course dropped is subject to a \$10 fee.

Registration in Terms of Time

Advanced students — those who have completed two full years of residence, either by graduate work at Brandeis or by receiving credit for graduate work done elsewhere — may register in terms of time, subject to the signed approval of their department chair. Their Program Cards must indicate that they are registering full-time or a specific fraction thereof (one-quarter, one-half or three-quarters).

Registration in terms of time is a device that helps to individualize programs of study and permits increased freedom for independent research for advanced graduate students. Registration in terms of time frees students to pursue a program of study that partially accepts or bypasses altogether the system of formal courses, although students registering in terms of time will usually register for an advanced research or dissertation course. Their time will be spent in such research and reading as will be most beneficial to their development as scholars.

Absence from Examinations

Students who are absent from a midyear or final examination without an accepted excuse will receive a failing grade for that examination. No students may be excused from such examination unless for emergency or medical reasons, nor may they be excused if they were able to notify the instructor in advance and failed to do so. Cases involving absence are referred to the chair of the department who will decide whether a make-up examination shall be allowed and will notify the registrar of the Graduate School of his/her decision. The examination must be taken within six weeks of the opening of the next term.

Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses in which grading is possible. In reading, thesis or research courses, if a letter grade cannot be given at the end of each term or academic year, credit ("CR") or no credit ("NC") may be used.

"NC" and any letter grade below B-minus are unsatisfactory grades in the Graduate School. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit.

At the end of each academic year the registrar of the Graduate School will issue to each student a report of grades and of degree requirements satisfactorily completed.

Incompletes

A student who has not completed the research or written work for any course may receive an "EI" (incomplete) or a failing grade at the discretion of the instructor in the course. A student who receives an "EI" must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course and a letter grade. An incomplete, unless given by reason of the student's failure to attend a final examination, must be made up no later than the end of the term following the term in which it was received. When failure to take a final examination has resulted in an "EI," resolution of that "EI" to a letter grade must occur within six weeks of the beginning of the next term. If a student requires additional time to settle an incomplete grade, he/she may petition the

dean of the Graduate School for an extension of time, provided the petition is signed by the instructor of the course and by the department chair. Such a petition must be filed prior to the expiration of the deadline for making up an incomplete. An "EI" that is not resolved within the stated time limits will automatically become a permanent incomplete ("XI").

Credit for Work Done Elsewhere

Graduate-level courses taken prior to matriculation at Brandeis University may not be counted toward fulfillment of the residence requirement for the Master of Arts degree, although a department may accept work taken elsewhere in partial fulfillment of specific course requirements for the degree. In that case, additional courses are designated to replace courses from which the student has been exempted.

A maximum of one term of residence credit for graduate-level courses taken prior to matriculation may be counted toward fulfillment of the residence requirements for the Master of Fine Arts degree.

Students admitted to Ph.D. programs may file an application to have graduate-level courses taken prior to matriculation counted toward fulfillment of residence requirements at this institution. A maximum of one year of residence credit may be granted.

Applicants for transfer credit will not necessarily be granted the credit requested. Each department reserves the right to require of any student work in excess of its minimum standards to assure thorough mastery of the area of study. In all cases, courses being transferred must carry a grade of "B" or better and must have been earned at an appropriately accredited institution. After completing one term of residence at a full-time rate, or the equivalent at a part-time rate, students eligible to apply for transfer credit may do so. Forms are obtained at the Graduate School office and are submitted to the student's department for its approval. The form is then forwarded to the dean of the Graduate School for final approval. The dean will advise the applicant of any action taken.

Credit for work at another institution taken concurrently with studies in the Graduate School must be approved for potential transfer credit by both the student's department and the dean of the Graduate School prior to registration for such courses. Such approval is granted only in unusual circumstances. Students who formally cross-register with Boston College, Boston University and/or Tufts University through the Consortium do not need prior approval from the dean's office.

Residence Requirements

Residence requirements for all graduate degrees are computed by determining the amount of registration for credit and the tuition charges. Part-time students and teaching assistants pursuing part-time programs of study for credit complete their residence requirements when their fractional programs (one-quarter, one-half, three-quarters) total the amount required of a full-time student.

Master of Arts

The minimum residence requirement for all students is one academic year on a full-time graduate credit program at the full tuition or the equivalent thereof in part-time study. Transfer credit may not be applied to residence requirements for the Master of Arts degree.

Master of Fine Arts

The minimum residence requirement for all students in music is three terms at a full-time rate, at the full tuition rate for each term, or the equivalent thereof in part-time study. Residence may be reduced by a maximum of one term with approved transfer credit.

The minimum residence requirement for acting and design students in theater arts is four terms at the full-time rate and two terms at the post-resident rate or the equivalent thereof in part-time study. The minimum residence for students in dramatic writing is four terms at the full tuition rate or the equivalent thereof in part-time study. Residence may be reduced by a maximum of one term with approved transfer credit.

Doctor of Philosophy

The minimum residence requirement for all students is two academic years on a full-time graduate credit program for each year, at the full tuition rate for each year, or the equivalent thereof in part-time study. A maximum of one year's approved transfer credit may be granted toward residence for the Ph.D. degree.

Full-Time Resident Students

A full-time student is one who devotes the entire time, during the course of the academic year, to a program of graduate work at Brandeis University, to the exclusion of any occupation or employment. In exceptional cases, however, a student may accept outside employment with the approval of the department chair.

A full-time program may include a combination of teaching and research assistance, work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive and final examinations, or supervised reading and research, or the writing of M.A. theses and Ph.D. dissertations, as well as regular course work.

A full-time resident student may take as many courses for credit in any term as are approved by the department chair, but no student may receive credit for, or be charged for, more than a full-time program in any term. Thus the minimum residence requirement for any degree may not be satisfied by an accelerated program of study or by payment of more than the full-time tuition rate in any single academic year.

Ph.D. candidates and students for whom the M.A. and M.F.A. degrees are terminal degrees may continue as full-time students on completion of their residence requirements by registering at the post-residence fee rate (see page 13).

Part-Time Resident Students

A part-time student is one who devotes less than the entire time to a program of graduate work at Brandeis University. Students may register for a credit program of one-quarter, one-half or three-quarters time. A part-time student may engage in outside employment with the permission of the department chair. Students wishing to pursue part-time residence study leading to a graduate degree must explain in writing, at the time they seek admission, why full-time study is not possible. Students receiving financial aid from the University, who wish to change their status from full-time to part-time residency, must file with the Graduate School office an explanation of why full-time study is no longer possible.

Post-Resident Students

A graduate student who has completed residence requirements and who registers in order to utilize academic services or University facilities while completing degree requirements is a post-resident student.

Special Students

Properly qualified persons who wish to audit or to take courses without working for a degree will be admitted. Special students are not eligible for University loans, scholarships, fellowships, teaching or research assistantships, nor will they be considered for resident counselorships. Special students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. They must also file a special petition if they wish credit to be accepted for any courses taken at Brandeis as special students. Credit for such course work may be granted in exceptional cases.

Leave of Absence

Students who have not completed their residence requirements may petition for leave of absence. The petition must have the approval of both the chair of the department and the dean of the Graduate School. Leaves of absence up to one year will normally be granted to students in good academic standing who present compelling personal reasons or need to do work off campus in connection with their graduate studies. Time spent on authorized leaves of absence will not be deducted from the maximum time permitted to complete degree requirements.

If for any reason a student must extend a leave of absence, he or she must request such extension in writing before the leave of absence expires. Failure to do so will result in being automatically dropped from the Graduate School roster.

Continuation

Graduate students who have completed residence requirements and who are not registered during the period in which they are completing degree requirements are considered Continuation Students. A student in this category is not eligible for a leave of absence, except for reason of ill health (see Fees, page 13).

Withdrawal

A student who wishes to withdraw from the Graduate School at any time before the end of the academic year must give immediate written notice to the department chair and to the dean of the Graduate School. Failure to comply may subject the student to dishonorable discharge, refusal of readmission, cancellation of the privilege of securing an official transcript and, in the case of a student withdrawing within 30 days of the beginning of classes, loss of eligibility for partial refund of tuition. Such a student must pay tuition for the full term. Permission to withdraw will not be granted if the student has not discharged all financial indebtedness to the University or has not made arrangements for subsequent payment to the satisfaction of the controller's office.

Discipline and Student Judicial System

Exclusion, Dismissal or Expulsion

The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable. Neither the University nor any of its Trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

The University also reserves the right to revoke, cancel or reduce at any time any financial or honorific award made to any graduate student, for character, conduct, academic standing or financial indebtedness regarded by the University as undesirable; neither the University nor any of its Trustees or officers shall be under any liability whatsoever for canceling, revoking or reducing any award.

Student Judicial System

The University establishes standards of student behavior and reserves the right to suspend or permanently dismiss students whose conduct warrants such action. The University will give due notice and, if requested, a hearing before the appropriate body. The Student Judicial System is administered by the offices of student life and residence life. Standards, policies and procedures are published in the Student Handbook.

Annual Notice to Students Brandeis University Records Policy

Annually, Brandeis University informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

University policy explains in detail the procedures used by the institution for compliance with the provisions of the Act. Copies of the policy, which includes a directory of records listing all education records maintained on students by the institution, can be found in the offices of the University registrar, the dean of the College, the Graduate School and the Heller School. The policy is also on reserve in the Farber Library. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the University Registrar.

Public Notice Designating Directory Information

Brandeis University hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I

Name, local address and telephone number, date of birth, class (i.e., year of graduate study).

Category II

Dates of attendance and field of concentration at Brandeis, previous institution(s) attended and major field of study, awards and honors, degree(s) conferred and date(s) conferred.

Category III

Past and present participation in officially recognized sports and activities, physical factors (height, weight, etc.).

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received by the Graduate School registrar prior to the fall term registration deadline at Brandeis University. Forms requesting the withholding of such information are available at the office of the Graduate School registrar.

Students who withhold disclosure of Category I information will not appear in the student directory published annually by the University. Brandeis University assumes that failure on the part of any student specifically to request the withholding of information indicates individual approval for disclosure.

Fees and Expenses

Payment of tuition and other fees due on the day of registration is a part of the registration procedure. A student who is not prepared to pay such fees on the day of registration will be refused the privilege of registration.

A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal and refusal of a transfer of credits or issuance of a transcript.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the student loan office, and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. If the student is a degree candidate, his or her name will be stricken from the rolls.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

Application Fee: \$25. Payable by all applicants for admission at the time the application for admission is submitted. It is not refundable. Checks and money orders should be made payable to Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition Fee: The fees for tuition in the Graduate School for 1990-91 are as follows:

Full-time resident students: \$14,940 per year, or \$7,470 per term.

Part-time resident students:

| <i>Per Term</i> | <i>Per Year</i> | <i>Fraction Program of Study</i> |
|-----------------|-----------------|----------------------------------|
| \$5,602.50 | \$11,205.00 | Three-quarters |
| \$3,735.00 | \$ 7,470.00 | One-half |
| \$1,867.50 | \$ 3,735.00 | One-quarter |

Special Students: \$1,870.00 per course per term.

In view of the constantly increasing costs of education, students may expect one or more tuition increase during their academic careers.

Post-Residence Fee: Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may petition the dean of the Graduate School for a reduction of the post-residence fee to \$725. Students who continue to utilize any academic service or University facility after having completed residence, but who

have failed to register, are subject to disciplinary action by the dean of the Graduate School. A student who is eligible for registration on the post-residence basis may file a Program Card for full-time study, in terms of courses or in terms of time or any combination thereof, provided the department chair approves of the program of study as being a full-time program and signs the Program Card.

Mixed Tuition Fee: If a student needs to register for only a part-time program (three-quarters, one-half or one-quarter) in order to complete residence requirements, but wishes to register for additional courses or take a fuller program of study, he or she shall be charged for the part-time program needed to complete residence, plus the post-residence fee.

Late Registration Fee: \$10. Payable for failure to complete registration at the time announced by the Graduate School office.

Orientation Fee: \$5. A one-time fee payable by students entering for the first time.

Change-of-Program Fee: \$10. Payable by any graduate student who wishes to drop or add a course after deadline for filing Study Cards.

Incomplete Records Fee: \$25. Payable for failure to complete administrative requirements by date(s) specified in the Academic Calendar and/or catalog (e.g., late filing of Health Examination Report, failure to register, etc.)

Continuation Fee: \$20. Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements. Students in this category are not eligible for leaves of absence.

Master's Fee: \$50. A candidate for the M.A. or the M.F.A. who is subject to the Continuation Fee and who earns a degree in any term following one in which he or she has not been in residence, shall pay the Master's Fee. The fee is chargeable only once.

Final Doctoral Fee: \$275. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the dissertation, publication of the abstract of the dissertation in Dissertation Abstracts, issuance of a Library of Congress number and appropriate library cards, binding two

copies of the dissertation, one for use in the University Libraries and one Xerox-printed copy in book form for the author. The Final Doctoral Fee covers the rental expenses for academic robes for graduation and the cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges that they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$275 Final Doctoral Fee prior to the receipt of their degrees.

Reinstatement Fee: \$10. Payable by a student who, after withdrawal, suspension or dismissal, has been reinstated with the consent of the dean of the Graduate School.

Transcript Fee: \$2. Students, former students and graduates who request official transcripts of their records in the Graduate School are charged \$2 for each copy issued after the first one, which is free. Requests by mail for transcripts must be accompanied by a check in the correct amount, payable to Brandeis University. Transcripts will be issued only to those students whose University financial records are in order.

Diploma Fee: \$20. Payable by candidates for the M.A. and M.F.A. degrees.

Student Health Services Fee: \$270. Entitles the graduate student to use of the Health Services.

Student Insurance Fee: \$425. Payment of the Insurance Fee entitles the graduate student to participate in the benefits of the Health Insurance Program. The fee is payable at registration and no portion is refundable. Student insurance is optional for Special Students.

Student-Spouse Insurance Fee: \$725. This fee provides 12-month coverage for student and spouse in the Health Insurance Program. The fee is payable at registration and no portion is refundable.

Dependent Insurance Coverage: \$1,010. Although the health services offered at Stoneman Infirmary are not extended to dependents of students, an optional family health insurance plan is available to married students with families. Special Students are not eligible for this plan.

Parking Fee: \$25-\$75. Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

Financial Assistance

Refunds

The only fee that may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Graduate School for a partial refund of tuition in accordance with the following:

1. Tuition

Withdrawal:

Before the opening day of instruction: 100% of the term's tuition.

On or before the second Friday following the opening day of instruction: 75% of the term's tuition.

On or before the fifth Friday following the opening day of instruction: 50% of the term's tuition.

After the fifth Friday following the opening day of instruction: no refund.

2. Scholarship

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the term scholarship as charged for tuition: 25% if the student leaves on or before the second Friday; 50% on or before the fifth Friday; and 100% thereafter. The balance of the scholarship will be canceled.

To help students whose records indicate scholarly promise, the University makes available special scholarships and fellowships and a variety of awards and work opportunities. No student is eligible for aid without filing with the Graduate School office a standard financial aid form (GAPSFAS). All scholarships and fellowships are granted for one academic year; therefore, a registered student who holds a scholarship or fellowship must apply annually for a renewal by filing the "Application for Financial Assistance."

All awards are granted and accepted with the understanding that they may be revoked or reduced at any time for undesirable conduct or poor academic standing.

Ordinarily, no student may hold a fellowship, scholarship or teaching assistantship for more than two years of study for the M.A. degree, for more than three years of study for the M.F.A. degree or for more than four years of study for the Ph.D. degree. Ordinarily, no student may receive a scholarship, fellowship or teaching assistantship after one year of study at the post-residence fee. Priority in making awards is given to full-time students and teaching assistants.

In the case of a student receiving financial aid from Brandeis University, whether in the form of a teaching assistantship, scholarship or fellowship, the approval of the dean of the Graduate School is required, in addition to the approval of the department chair, before the student may engage in outside employment.

Scholarships

A scholarship is an award, on grounds of scholarly ability and need, of financial credit that will be used exclusively for remission of tuition fees. Full scholarships and partial scholarships are available. Scholarship students are liable for all but tuition charges.

Fellowships

A fellowship is an academic award of honor to outstanding students of good character to help them in furthering advanced study and research. The amount of the stipend depends on the quality of the student's record and performance; need is also considered in most cases. A fellowship recipient must pay tuition fees unless the award includes a scholarship in an amount covering tuition. No services are required of students for fellowship or scholarship awards.

Teaching Assistantships

Teaching assistants are resident students in the Graduate School who do part-time teaching as part of their training and are paid. The University has established teaching assistantships to enable distinguished graduate students to gain teaching experience while continuing their studies. Teaching assistants are eligible for other awards, including scholarships and fellowships.

Teaching assistantship appointments are made on the authority of the President of the University by the dean of the Graduate School who, in turn, acts on the recommendation of a student's department chair. Appointments are made for periods of one year or one term, but are renewable. All awards of teaching assistantships to incoming students are conditioned on an interview with a University representative, prior to registration. The University reserves the right to terminate any appointment at any time for due cause. Conduct, character or academic standing that is regarded as undesirable may constitute cause, but the University need not assign any reason for the termination of an appointment at any time. All teaching assistantship appointments are made and accepted with this understanding, and neither the University nor any of its Trustees or officers shall be under any liability whatsoever for the summary termination of a teaching assistantship.

Research Assistantships

Research assistantships are available in the science areas. First-year graduate students are not normally eligible for appointment. Application should be made to the chair of the department or the committee administering the graduate program.

Student Services

Loans

Stafford Loans (formerly the Guaranteed Student Loan Program or GSL). A student may be eligible for a Stafford Loan if he or she meets the following requirements: (1) is accepted for enrollment or is attending Brandeis University and is in good standing as determined by the University; (2) is carrying at least one-half the normal full-time work load; (3) is a citizen or national of the United States or is in the United States for other than a temporary purpose; (4) can demonstrate need. An eligible student may be able to borrow up to \$7,500 in any academic year at an 8 percent interest rate, and does not have to begin repayment until six months after he/she ceases to be at least a half-time student. The total amount a student may borrow under the Stafford Loan Program, including both undergraduate and graduate school loans, may not exceed \$54,750. Special Students, regardless of whether they are full- or part-time, are ineligible for Stafford Loans.

Information and applications for this program are available from banks, savings and loan associations and credit unions.

Students who plan to borrow through one of the participating sources must have on file at the Graduate School office a current Graduate and Professional Student Financial Aid Service form (CAPSFAS). Forms may be obtained at the Graduate School office or from the Educational Testing Service, Princeton, N.J. 08541-6155.

Office of Student Employment

The Office of Student Employment assists students who need and desire part-time work. Students seeking part-time work should register with the Office of Student Employment. New students are not assigned part-time work prior to arrival on campus.

Housing

Brandeis University has a limited number of apartment units available for single and married graduate students. All apartments are within easy walking distance of the campus. These include efficiency, one-, two- and three-bedroom furnished apartments. Single students may rent a space in an apartment and request the Graduate Housing office assign a roommate. The one-bedroom apartments are particularly designed to allow use as two separate bedrooms with a common kitchen and bathroom. Early application for housing is encouraged.

Information, rental rates and copies of the housing contract may be obtained by writing to the Office of Residence Life, Brandeis University, P.O. Box 9110, Waltham, Massachusetts 02254-9110.

In addition, the Graduate Housing office maintains Off-Campus Housing Services (OCHS). OCHS has listings of available housing in the area, a list of realtors who may be helpful in a search for housing, and descriptions and information about nearby neighborhoods and towns. OCHS does not serve as a real estate agent but rather as a resource to help in locating housing.

Dining Facilities

Graduate students may sign meal contracts for varying numbers of meals or buy cash meal books. Arrangements for these contracts are made at the office of the director of food services in Kutz Hall. A kosher kitchen is also maintained. Individual meals and light snacks may be purchased at Usdan Student Center.

Health Services

Because health and medical care are an integral part of the University experience, the University Health Services provides a program of comprehensive medical and emotional care. An optional Health Participation Fee entitles students to medical services available at Mailman House without additional charge during the academic year. This fee does not pay for off-campus medical consultations, dental care, medications, laboratory tests, drugs, X-rays, reusable supplies or admission to the University's hospital, Stoneham Infirmary, and students are responsible for these charges.

In addition, each student is required to have personal health insurance. The student may elect to participate in the Student Health Insurance Plan offered through the University or may substitute membership in a comparable plan.

International students are required to have full United States or Canadian health insurance for themselves, their spouses and their children regardless of a national health insurance in their home country. They may enroll in the Student Health Insurance Program or may arrange alternate insurance with a company in the United States.

Both domestic and international students must provide documentation of health insurance coverage to University Health Services at the start of each academic year. Those who do not provide this information will be automatically enrolled in the Student Health Service Insurance Plan.

Except for limited day-care facilities, the Health Services and the use of the Stoneham Infirmary are available to students only during the period in which the University is in regular academic session.

Students planning to matriculate in the Graduate School must submit a Health Examination Report completed by the family or personal physician prior to registration. In addition to information about previous health and details of the physical examination, state law requires that all students present evidence of immunization against tetanus, polio, measles, mumps and rubella. Since students may not register until the requirements have been satisfied, it is strongly recommended that the Health Examination Report be submitted by July 1.

The Student Health Insurance Plan is designed to defray expenses of those situations that are beyond the scope of the Health Services; for example, laboratory and X-ray examinations, as well as hospitalization for illnesses or accidents of a more serious nature. The plan extends for a full calendar year commencing with the first day of the academic year.

A detailed brochure of the services offered by the University Health Services as well as an outline of the details of the plan is mailed to students annually. Students and parents are urged to read this brochure carefully and keep it for reference. This brochure includes a statement of patients' rights in Health Services.

Academic Schools, Research Centers and Institutes

Whereas situations not covered within the Health Services or by the Insurance Plan are infrequent, an awareness of these possibilities will lessen misunderstanding and disappointment.

In such instances, students and their parents are responsible for expenses that are not covered by the University's health program or its associated insurance policy. Similarly, students and their parents are responsible for expenses that are not covered by alternative insurance programs substituted for the Brandeis University Student Health Insurance Plan.

Psychological Counseling Center — Mailman House

The services of the Psychological Counseling Center, a part of the University Health Services, are available to students who enroll in the University Health Services plan. At the Center, a professionally trained staff provides a range of counseling and psychological services designed to enhance personal development of students and to assist those who are experiencing personal or emotional problems. Individual counseling and brief psychotherapy are available both to undergraduate and graduate students; group therapy is also available on a limited basis. Students may make an appointment to see a counselor by applying directly to the Counseling Center office on the second floor of Mailman House.

Office of International Programs

The staff of the Office of International Programs serves as counselors and advisors to foreign citizens at Brandeis, including graduate and undergraduate students and foreign faculty. It aids the students and faculty in fulfilling the legal procedures required by the United States Immigration and Naturalization Service, i.e., obtaining extensions of stay, special permits to work and the proper documents for leaving and re-entering the country. The office coordinates the Brandeis host family program and provides assistance and referral services through the year.

The office also provides counseling services for Brandeis undergraduates and graduate students who seek to enrich their education through a period of study abroad. It also maintains a resource library of materials on available programs. The office provides information and assistance in obtaining foreign study grants available through Fulbright, Rhodes, D.A.A.D., Marshall and other scholarship and fellowship programs.

English as a Second Language Program

International graduate students whose native language is not English are required to take the Diagnostic English Proficiency Examinations and to have an oral interview approximately one week before the beginning of classes. Prospective teaching assistants may be asked to give an oral presentation as well. On the basis of the examinations and the interview, a student may be required to enroll in the English as a Second Language Program.

The English as a Second Language Program provides tutorial and/or small class instruction throughout the academic year. The aims of the program are twofold: (1) to support all international graduate students in their efforts to achieve the high standards of oral and written English proficiency necessary for their success as students and (2) to support international teaching assistants in their efforts to develop the strong oral communications skills essential to their effectiveness as teachers.

Assignment to classes and/or a tutorial is dependent upon the student's skill in English as determined by the results of the test administered on admission. For students who have been awarded a teaching assistantship in their first year of study or expect to teach in a future year and whose English does not meet the University's minimum standard of proficiency, these courses are mandatory. For all others, it is recommended but not required.

No course credit toward the advanced degree is earned for these courses.

The Center for Complex Systems

The Center for Complex Systems has been formed for the purpose of studying large, complex systems, with the brain and intelligence as the system of greatest interest. The Center is composed of faculty members who specialize in artificial intelligence, cognitive science, linguistics, neuroscience, experimental psychology and artificial neural networks, among others. The Center is therefore an interdisciplinary group with the ability to perform scientific analysis of the brain from the neuronal level to the cognitive and to use these analyses to facilitate development of sophisticated computational systems and modeling. The center aims to increase knowledge within each of its individual component disciplines, as well as to foster interactions among the components, giving rise to new scientific initiatives. Students interested in the study of complex systems should concentrate in one of these component disciplines: Biochemistry, Biology, Chemistry, Computer Science, Linguistics and Cognitive Science, Neuroscience, Physics or Psychology.

Crown School of Graduate Studies in American Civilization

The school's primary objective is to support gifted students in their work toward a doctorate in the History of American Civilization. Crown Fellowships are granted occasionally to special students on the Brandeis campus from both the United States and abroad who are drawn from important facets of public life including the media and the foreign service.

Danielsen School of Philosophy, Ethics and Religious Thought

The school includes the Department of Philosophy, which places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. The advancement of philosophical thought in the context of contemporary issues is encouraged through scholarly and interdisciplinary approaches. One of several endowed professorships in the school is the Albert V. Danielsen Chair in Christian Thought.

Fierman School of Chemistry

The school of chemistry offers diverse and advanced activities in inorganic, organic and physical chemistry on both graduate and undergraduate levels as well as participating in interdisciplinary programs with physics, biochemistry and biology. The school has been aided by grants from the National Institutes of Health, National Science Foundation, Department of Energy, Research Corporation and Petroleum Research Foundation. The research activities of the department have resulted in more than 1,400 papers published in leading professional journals.

Fisher School of Physics

The school of physics encompasses both theoretical and experimental physics on the graduate and undergraduate levels as well as a new program in Engineering Physics, and provides a setting for lectures and colloquia. Grants from agencies including the National Science Foundation and the Department of Energy support research programs in the Fisher School.

Gordon Public Policy Center

The Gordon Public Policy Center is the nation's first interdisciplinary, multi-university center for the study of public policy. Dedicated in 1987, the Center was founded by the James Gordon Foundation of Chicago. It is the research home of political scientists, economists, sociologists, lawyers and historians from Brandeis, MIT, Boston College, Boston University, Harvard and Wellesley College. The Center's mission is to analyze domestic public policy from the perspective of a number of academic disciplines to improve the implementations of public programs through research and evaluation, publications and direct practical service to those in government. It seeks to bridge the world of ideas and the world of action.

Kutz School of Biology

The school encompasses the University's undergraduate and graduate biology programs. Special attention is given to modern aspects of molecular biology applied to problems in comparative biology and genetics. Undergraduates are encouraged to engage in original research and independent study. A major portion of the governmental, industrial and private research grants awarded to Brandeis is devoted to varied projects in biology and health sciences.

Lown School of Near Eastern and Judaic Studies

The school encompasses an intensive teaching and research program in all the main areas of Judaic studies, the Ancient Near East and the Modern Middle East. In addition, the Lown School has programs that prepare students for Jewish communal service and programs of research in areas of direct concern to the American Jewish community.

The Department of Near Eastern and Judaic Studies is the primary teaching and research unit in the Lown School. In this department the University has assembled an unusual array of distinguished scholars who offer an extremely broad curriculum. A second unit in the Lown School is the Benjamin S. Hornstein Program in Jewish Communal Service, which provides graduate education for students interested in professional careers in Jewish communal service and Jewish education. The school also includes the Maurice and Marilyn Cohen Center for Modern Jewish Studies, which is devoted to the study of contemporary American Jewish life. The Center currently engages in research and teaching in such areas as Jewish demographics, Jewish identity, the Jewish family, Jewish education, Jewish political behavior and antisemitism.

Benjamin Michtom School in Computer Science

The Benjamin Michtom School in Computer Science encompasses a recently expanded, state-of-the-art, computer science program incorporating undergraduate and graduate instruction and internationally recognized research programs in the areas of computer science of theory, languages, systems and artificial intelligence. Brandeis has just established the Center for Complex Systems for research in the computational, cognitive and neuro sciences. Plans are well under way for the design of a building to house the Center. The computer science component of the Center will place special emphasis on artificial intelligence and on parallel computation.

Rosenstiel Basic Medical Sciences Research Center

The Center is one of the nation's leading centers for research programs in the basic medical sciences embracing work in biochemistry, biology, microbiology, biophysics, immunology, protein crystallography, chemistry and physics. Staff members are jointly appointed to the Brandeis faculty basic science departments.

The Center invites participation of distinguished scholars and medical scientists, offers hospitality to younger researchers at the graduate and fellowship levels and sponsors symposia and colloquia.

The Rosenstiel Basic Medical Sciences Research Center is well provided with sophisticated scientific equipment and facilities and through cooperative programming with other departments has broadened the scope of basic medical science research offerings at Brandeis. Grants from such agencies as the National Science Foundation, National Institutes of Health and American Cancer Society, among others, support research programs in the Rosenstiel Center.

The Center sponsors the annual presentation of the Lewis S. Rosenstiel Award to recognize distinguished work in basic medical research.

Swig School of Political Science

The school offers a wide range of courses in American government, international relations, theory, methodology and comparative politics.

Several endowed academic chairs in the school include the Harry S. Truman Chair in American Civilization, the Earl Warren Chair in American Constitutional Studies, the Christian A. Herter Chair in International Relations and the Adlai E. Stevenson Chair in International Politics.

The Tauber Institute for the Study of European Jewry

The Tauber Institute for the Study of European Jewry seeks to study the history and culture of European Jewry in the modern period. It has a special interest in studying the causes, nature and consequences of the European Jewish catastrophe and seeks to explore them within the context of modern European diplomatic, intellectual, political and social history. The Tauber Institute for the Study of European Jewry is organized on a multidisciplinary basis with the participation of scholars in history, Judaic studies, political science, sociology, comparative literature and other disciplines. The Institute is engaged primarily in research. Its government includes a distinguished Board of Overseers, which advises the director and works closely with the University. Members of the Institute include fellows, faculty advisors, associates and graduate students.

Areas of Study and Courses — 1990-1991

All courses meet for three hours a week unless the course description indicates otherwise. The presence of "a" or "b" in the course number indicates a term course; "e" indicates a full year course given in either the fall or spring term; "d" indicates a full year course; the use of "c" after a course number indicates that the course is given as a term course but meets throughout the year.

The University reserves the right to make any changes in the offerings without prior notice. Faculty and course listings are accurate as of June 1, 1990.

American Civilization

See History of American Civilization

Anthropology

Objectives

The graduate program in anthropology, leading to the degree of Doctor of Philosophy, is designed to produce scholars who will broaden our knowledge of culture and society. Admission is limited to students whose primary interests lie within the fields of social and cultural anthropology (including linguistic anthropology) or archaeology. Most graduates of the program accept appointments at colleges and universities, although a number take employment in government, private institutions or foundations. Intensive training for independent research is stressed, with particular emphasis on comparative studies and fieldwork.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Students need not have an undergraduate major in anthropology or sociology-anthropology. If admitted, however, the student without previous training in anthropology may be required to take additional courses, as determined by the department, to complete his or her residence requirements. Students should have a reading knowledge of one foreign language.

Faculty

Professor
Robert C. Hunt
Chair:
Social anthropology.
Modernization.
Irrigation agriculture.
Mesoamerica.

Associate Professor
Judith T. Irvine:
Ethnography of
communication.
Linguistics.
Social stratification.
Africa.

Associate Professor
Richard Parmentier:
Semiotic
anthropology. Kinship.
Historical
anthropology.
Communications and
media. Oceania.
Contemporary United
States.

Associate Professor
Benson Saler:
Comparative religion
and folk philosophies.
Psychological
anthropology.
Mesoamerica.
South America.
Pastoral peoples.

Assistant Professor
Sally McBrearty:
Paleoanthropology.
Physical anthropology.
Hominid evolution.
East Africa.
South Asia.

Lecturer
Brinkley Messick:
Cultural theory.
Law and political
economy.
Muslim societies.

Professor
David Kaplan:
Economics.
Method and theory.
Peasant cultures.
Middle America.

Associate Professor
David E. Jacobson:
Social anthropology.
Medical anthropology.
Support systems.
United States.
Africa.

Associate Professor
Robert N. Zeitlin:
Sociocultural
evolution.
Prehistoric exchange.
Pre-state societies.
Archaeological
method and theory.
Mesoamerica.

Assistant Professor
David W. Murray:
Social and cultural
anthropology.
Symbolic
anthropology.
Linguistics.
North American
Indians.

Lecturer
Charles A. Ziegler:
Industrial and applied
anthropology.

Research Associates

George N. Appell:
Social anthropology.
Southeast Asia.

Clemency Coggins:
Prehistoric art and
archaeology of
Mesoamerica, lower
Central America and
Peru.

R. David Drucker:
Mesoamerica,
especially calendrics
and astronomy.

Michael Folsom:
Industrial archaeology.
New England.

**Cornelia Ann
Kammerer:**
Kinship.
Religion.
Gender.
Southeast Asia.

Emily H. Moss:
Old World
archaeology.
Lithic analysis.

Wilma Wetterstrom:
Archaeology.
Cultural ecology.
Ethnobotany and
nutrition.

Degree Requirements

Master of Arts

Program of Study.

Ordinarily students are admitted for the doctoral program only. Students may, however, petition to be awarded the M.A. degree if they have fulfilled the residence requirement set by the Graduate School and have met the following additional requirements: satisfactory completion of eight term courses, including three or more core courses from among those required for the Ph.D., as described below; demonstration of reading proficiency in a foreign language examination; departmental approval determined by the faculty at the first year evaluation; submission of an acceptable master's thesis. If a student is continuing toward the Ph.D., the Specialist Essay may be substituted for the master's thesis.

A temporary faculty advisor is assigned to each incoming student; by the end of the second term of study, the student is expected to recruit two members of the department to serve as his/her permanent advisory committee. The advisor, or advisory committee, is responsible, through regular meetings and informal consultation, for guiding the student's selection of suitable courses, helping to formulate a dissertation research project and supervising his/her progress through the program.

Students are evaluated at the end of the first full year of study to determine their eligibility to continue in the program. As a result of this evaluation, the department may permit the student to either complete the master's degree requirements or continue course work toward the Ph.D. degree.

Doctor of Philosophy

Program of Study.

Flexibility of curriculum allows the student to organize a program of study around his or her anthropological interests. At the same time, the program is structured so that students achieve a broad familiarity with other aspects of the discipline through seven core courses. During their two years of residence, unless exempted by virtue of previous graduate training, students must complete the following six core courses: ANTH 102a An Anthropological Introduction to Language, ANTH 115b Biocultural Adaptation, ANTH 123a Directions and Issues in Archaeology, ANTH 200a History of Anthropological Thought, ANTH 203a Contemporary Issues in Anthropological Theory and ANTH 206a Comparative Social Institutions. The seventh core course may be either ANTH 102b Social and Cultural Aspects of Linguistic Analysis or ANTH 186a Mathematics and Computers in Archaeological Data Analysis. In individual cases, the department may approve a substitute course in quantitative methods. Through course work and outside reading, students are expected to attain a high degree of scholarly competence in at least one culture area and one topical field. Brandeis University is in consortium with Boston College, Boston University and Tufts University. Anthropology students wishing to cross-register for a course at any of these institutions must have prior approval of the department for the course to be counted toward degree requirements.

During the residence years, the student demonstrates reading proficiency in an approved foreign language. Although the faculty may permit a student to delay fulfilling this requirement until a later stage in the program, in all cases the examination part of the requirement must be met before a student may be admitted to candidacy for the Ph.D. degree.

At the completion of residence, students must submit a brief statement (300-500 words) of their tentative research plans to the graduate student advisor.

Qualifying Procedure.

During the year following completion of residence and course requirements (normally the third year), the student takes the General Examination, which tests for overall mastery of the discipline. After passing the General Examination, he/she writes a Specialist Essay which should focus on theoretical and/or topical issues relevant to the proposed dissertation research. This essay must demonstrate the student's capacity for independent research of high quality. The foreign language requirement must be completed during this period. This segment of the program can be completed in one year although some students will need more time.

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| Language Requirement. | A reading knowledge of at least one foreign language must be demonstrated by examination and by writing a research paper (such as a course paper) or dissertation in which sources in the chosen language contribute to the research. The examination part of this requirement must be passed before the student may be admitted to candidacy for the Ph.D. degree. | Dissertation and Defense. | The department will recommend to the dean of the Graduate School that a Ph.D. be awarded the candidate upon formal acceptance of a dissertation and after its successful defense in a Final Oral Examination. Details of the regulations for certifying approval of the dissertation and for the Final Oral Examination are found in earlier pages of this catalog. |
| Admission to Candidacy. | A student is admitted to candidacy for the Ph.D. upon satisfactory completion of 1) 16 term courses, including the seven core courses, 2) the General Examination, 3) the Specialist Essay and 4) a reading examination in a foreign language. | | |

Course of Instruction

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| Anthropology 102a. An Anthropological Introduction to Language | A general introduction to anthropological perspectives on language. Topics will include: the organization of language as a communicative system; language in human evolution; linguistic approaches to cultural meaning and world-view; historical perspectives on language (language change, history and prehistory). Usually offered every year. Ms. Irvine | Anthropology 105a. Symbol, Myth and Ritual | Myth and ritual studied as two interlocking modes of cultural symbolism. Various theoretical approaches to myth are evaluated by looking at creation myths and political myths. Contrasts between performative, processual and spatial models of ritual analysis are explored through case material about initiation rites, social exchanges and funeral ceremonies. Finally, a synthetic understanding of myth and ritual is sought in topics such as ritual language, sacrifice and rites of power. Usually offered in even years. Mr. Parmentier |
| Anthropology 102b. Social and Cultural Aspects of Linguistic Analysis | Advanced topics in anthropological linguistics. The course will focus on three areas: 1) linguistic fieldwork and the analysis of unfamiliar languages; 2) linguistic variation and social structure; 3) current issues in semantics and pragmatics (the relation between meaning and use in cross-cultural perspective). Prerequisite: ANTH 102a or LING 100a. Usually offered in even years. Ms. Irvine | Anthropology 107a. Human Disease Ecology | This course is a general treatment of medical ecology. Topics include a basic introduction to epidemiology, disease evolution, disease and development, and malnutrition and disease. Special attention will be paid throughout the course to the interaction of culture and disease, and several examples of changing patterns of disease associated with cultural change will be examined in detail. Usually offered in even years. Staff |
| Anthropology 103b. Language, Culture and Society | A comparative study of social and cultural aspects of language. Topics to be explored include: How do social groups differ in their use of language? How does a person's speech contribute to the impression he/she makes on other people? How is conversation organized, and to what purpose? Students conduct a fieldwork project on speech in their own social milieu. Usually offered every four years. Mr. Murray | Anthropology 110a. Introduction to Human Evolution | An introduction to the study of the fossil evidence for human evolution. Lectures and informal labs will focus on a variety of topics, including how fossils are studied in general in reconstructing the past, the structure of the human skeleton and the different interpretations of the meaning of specific fossils of early man from Africa, Europe and Asia. Usually offered in even years. Ms. McBrearty |

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| Anthropology 111a. Introduction to Primate Studies | An introduction to the study of nonhuman primates paying special attention to studies of primates in their natural habitat. Topics focus primarily on the relationships of elements of an animal's feeding, social/maintenance and locomotor behavior to selected aspects of its environment. | Anthropology 116a. Human Osteology | This course is an introduction to human musculo-skeletal anatomy. After learning the names and locations of the major bones and muscle groups, the manner in which these anatomical structures interact to produce movement will be examined. Movements at each of the major joints of the human body will be discussed and integrated into an analysis of human locomotion and posture. |
| | Usually offered in odd years. | | Enrollment limited to 15 students. |
| | Staff | | Usually offered in even years. |
| Anthropology 112a. Population and Poverty in the Third World | It is misleading to blame the poverty of the Third World nations on "overpopulation." Nevertheless, explosive population growth hinders the solution of other problems. Most population programs have not been very successful. Household decisions affecting reproduction and fertility will be discussed from an anthropological perspective. | Anthropology 117a. The Archaeology of Cyprus I | See CLAS 152a for description. |
| | Usually offered in even years. | | Usually offered every third year. |
| | Staff | | Mr. Todd |
| Anthropology 113a. Human Variation | An introduction to human biological variation. Differences between individuals and populations within human species in biological characteristics (body build, blood groups, skin color) will be analyzed using an adaptive approach. The utility of the racial model to understanding human variation will be evaluated and compared to that of other approaches. Several politically and socially controversial topics relating to human variation (race and I.Q., sociobiology) will be discussed in the term. | Anthropology 118b. History of Anthropological Theory | This course examines the intellectual precursors of the discipline of anthropology and then traces the development of the major modern schools. How was "mankind" as an intellectual object created? In predominantly lecture format, the course will be concerned with the social context of the beginning of anthropology and will identify the seminal thinkers and perennial issues they addressed. These issues will be pursued into their modern forms in the American, British and French schools. |
| | Usually offered every three years. | | Usually offered every fourth year. |
| | Staff | | Mr. Murray |
| Anthropology 114b. Meaning in Anthropology: Interpretation and Performance | Within studies that consider themselves symbolic, formal, psychological or cognitive, the question of meaning is a central concern. The major traditions defining this term have usually been the philosophy of language, including speech-act and discourse analysis, logic and formal linguistics, literary critical studies and more recently, the ethnolinguistics of peoples outside the Western tradition. We shall concern ourselves with these traditions of interpretive study, ranging from the classics of Douglas, Turner and Geertz to the contemporary focus on rhetoric, narrative discourse structure, presupposition and the dimensions of performance interaction. | Anthropology 119a. Conquest and Colonialism in Native Latin America | An often overlooked topic in Latin American studies is an examination of the impact that Spanish and Portuguese colonialism has had on the inhabitants of the Americas. Within a hundred years after the Conquest, the once dense Indian populations had been reduced by as much as 90 percent and great imperial states like those of the Aztecs and Incas were transformed into a subjugated peasantry. In this course we will trace the historical development of post-Conquest Indian society, from the policies and cultural institutions of Iberian colonialism through the complex ethnic and economic interactions of different native groups within the modern nation states of Latin America. |
| | Usually offered in even years. | | Usually offered every third year. |
| | Mr. Murray | | Staff |
| Anthropology 115b. Biocultural Adaptation | An advanced course dealing with human adaptation with particular emphasis on the interaction of elements of the biological and cultural adaptive system in human societies. | Anthropology 120b. Anthropology of Law | Law will be studied comparatively in relation to its social and cultural context. Western law will be placed in an evolutionary perspective and compared with "law ways" in different nonindustrialized societies. Basic concepts that will be examined cross-culturally, in simple and complex societies, include: ideas regarding responsibility and liability, types of social sanction and various and sometimes competing systems of social control. |
| | Usually offered in odd years. | | Usually offered every year. |
| | Ms. McBrearty | | Mr. Messick |

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| 22 | Anthropology | | |
| Anthropology 123a. Directions and Issues in Archaeology | An examination of concepts involved in the archaeological study of prehistoric societies. Selected cases will be discussed as illustrations of major theoretical and methodological issues. Usually offered in even years. Mr. Zeitlin | Anthropology 130a. The Archaeology of Syria-Palestine I | See CLAS 153a for description. Usually offered every fourth year. Mr. Todd |
| Anthropology 124a. Archaeology of the Aegean and Near East I | See CLAS 132a for description. Usually offered every year. Mr. Todd | Anthropology 130b. The Archaeology of Israel | See CLAS 112b for description. Usually offered in even years. Mr. Todd |
| Anthropology 124b. Archaeology of the Aegean and Near East II | See CLAS 132b for description. Usually offered every year. Mr. Todd | Anthropology 131a. The Archaeology of Anatolia I | See CLAS 154a for description. Usually offered every third year. Mr. Todd |
| Anthropology 125b. Investigations in an Unfamiliar Language | See LING 122b. Usually offered in even years. Ms. Irvine | Anthropology 132a. Origins of African Cultures | African prehistory from the earliest cultures of the lower pleistocene to the beginnings of historic states. Usually offered in odd years. Ms. McBrearty |
| Anthropology 126b. Semiotic Anthropology | Historical survey of development of theories of signs and symbols, including comparison of Peircean and Saussurean foundations of modern semiotics; the structure of cultural codes and the possibility of cross-cultural typologies. Usually offered in even years. Mr. Parmentier | Anthropology 133a. Tradition and the Contemporary Experience in Sub-Saharan Africa | This course explores the variety and richness of indigenous African social and cultural forms such as the organization of family; indigenous political systems, rank and slavery; traditional economies; ideas about magic, witchcraft and religion; and the arts. Precolonial ways of life are compared with the transformations in the colonial and post-colonial periods. A major goal will be to assess the impact of the colonial encounter on the daily-life experience of Africans today. Usually offered every third year. Ms. Irvine |
| Anthropology 127a. Irrigation and Social Evolution | Irrigation has played a very large part in the evolution and history of civilization. This course examines theory concerning the role of irrigation in social change and will concentrate on state formation, conquest of the frontier and economic development. Archaeological, historical and contemporary examples will be drawn from Asia, Mesopotamia, the Middle East, the Mediterranean basin, North and South America. Usually offered in even years. Mr. Hunt | Anthropology 134a. Muslim Cultures | This course provides an introduction to the anthropological study of cultures of the Middle East, with emphasis on Muslim societies. The course is problem oriented and asks students to engage in critical reading and discussion of current anthropological perspectives. Usually offered in even years. Mr. Messick |
| Anthropology 128b. The Provisioning of Cities | Cities must be provisioned with food, water, fuel, building materials and industrial supplies. How this is accomplished as a system is largely unexamined and of great consequence. Sustained provisioning is a complex system with ecological, political, social and cultural as well as economic dimensions. In this course we will develop a detailed model of urban provisioning through the use of social science concepts and of case studies drawn from the last 2,000 years of world history. Usually offered in even years. Mr. Hunt | Anthropology 136b. Magic, Witchcraft and Religion | An introduction to various attempts to characterize magic, witchcraft and religion and to theorize about their roles in human life. Among the questions discussed are these: What is usually meant by magic and why do people sometimes engage in practices that we label as magical? What roles do ideas about witchcraft and accusations of witchcraft sometimes play in social life and how do we account for those ideas and accusations? And what are some of the problems attendant on defining religion and on attempting to theorize about its origins and functions? Usually offered every year. Mr. Saler |

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| Anthropology 137a. Modes of Thought | An exploration of world views among literate and nonliterate peoples with reference to the roles of social structure, language, literacy and experience in the development of ideas about reality and with regard to criteria suggested for evaluating the "rationality" of belief statements and behavior. | Anthropology 147b. The Rise of Mesoamerican Civilization | We will examine the area of ancient high civilization lying between what is now Mexico and western Central America. From simple Ice Age beginnings to an abortive end through Spanish conquest, Mesoamerican civilization has been a subject of intense fascination to scholars interested in the development of complex societies. The course considers ways that environment, population growth, social structure, religion, ideology and other factors may have been related to the unprecedented achievements of its indigenous peoples — the Olmec, Teotihuacan, Maya, Zapotec, Aztec and others. In so doing, we may gain a better appreciation of the processes leading to the rise and decline of civilizations everywhere. |
| | Usually offered every year. | | Usually offered every third year. |
| | Mr. Saler | | Mr. Zeitlin |
| Anthropology 141b. North American Indians | This course is concerned with the native peoples of North America from the time of European contact to the present day legal and political confrontations. The great variety of peoples will be surveyed, with attention given to representative languages, economies, world views and religious beliefs, form of social organization and distinctive types of man-environment transactions. There will be a concern, as well, with the Indian's symbolic role as the savage, natural counterpoint to civilization in European and American intellectual history. The course will conclude with a consideration of current land claims and political movements. | Anthropology 148a. Rise, Function and Fall of Early Civilizations | Regularities in the ways large-scale nonmodern societies work — and fail to work. Why did large-scale societies develop at all? What uniformities and what variation are exhibited by different instances? Why and how did they collapse? Ethnographic and historical data and leading anthropological theories will be reviewed, as well as archaeological evidence from Mesoamerica, Mesopotamia, China, Egypt and Peru. |
| | Usually offered every fourth year. | | Usually offered every fourth year. |
| | Mr. Murray | | Staff |
| Anthropology 143a. The Inca and Their Ancestors: Ancient Civilizations of South America | From Voltaire to Marx and Engels, political theorists have often regarded the ancient Inca Empire as a unique experiment in utopian socialism. Modern scholars are more inclined to trace many of its basic features back to earlier prehistoric civilizations, where fundamental Andean social and economic institutions first arose. In this course we will use archaeological and ethnohistorical data to explore the historical development of these pre-Columbian cultures of the Andes and neighboring regions of South America, examining in particular their unique adaptations to the continent's diverse environments and the basis for their political unification in the Inca Empire. | Anthropology 150a. Spatial Analysis in Archaeology | Techniques for identification of within- and between-site spatial patterns in archaeological materials, and approaches to their sociocultural interpretation. Substantial archaeological background is expected of students. |
| | Usually offered every fourth year. | | Usually offered in odd years. |
| | Staff | | Staff |
| Anthropology 145a. Seminar in Mesoamerican Archaeology and Ethnohistory | The topic of this seminar varies from year to year. | Anthropology 151a. Archaeology of Mesopotamia | See CLAS 151a for description. |
| | Usually offered every fourth year. | | Usually offered in odd years. |
| | Staff | | Mr. Todd |
| Anthropology 146a. Landscapes, Life and Climates of the Past | An introduction to prehistoric human ecology, the course examines how people in the past interacted with the natural world and how it in turn shaped them. Using case studies, the course surveys the methods archaeologists use for reconstructing climates, flora, fauna and land formations. Most class sessions will be run as workshops or laboratories. | Anthropology 154b. Selected Topics in Comparative Religion: Seminal Works in the Study of Religion | Readings and discussion of works by W.R. Smith, E.B. Taylor, William James, Sigmund Freud, Emile Durkheim and Max Weber. |
| | Usually offered every third year. | | Usually offered in even years. |
| | Staff | | Mr. Saler |
| | | Anthropology 155b. Psychological Anthropology | An examination of the relationship between sociocultural systems and individual psychological processes with a critical evaluation of selected theories and studies bearing on this problem. |
| | | | Usually offered every fourth year. |
| | | | Mr. Saler |

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| Anthropology 156a. Power and Violence: The Anthropology of Political Systems | <p>Political orders are established and maintained by varying combinations of overt violence and the more subtle workings of ideas. The course examines the relationship of coercion and consensus and forms of resistance, in both historical and contemporary settings. Topics include the rituals of power in non-Western states, imperial conquests, colonial subjugation, the construction of nations, contemporary insurrections and violent and peaceful revolution.</p> <p>Usually offered in odd years.</p> <p>Mr. Messick</p> | <p>Anthropology 163b. Economic Anthropology: Production and Distribution</p> <p>All humans must equip and organize themselves to produce and distribute the necessities and luxuries of life. This course will sample different ways of producing and distributing food, tools, crafts and services. Most attention will be paid to "primitive" economies. The major concepts (property, work, surplus, scarcity, money) will be emphasized.</p> <p>Usually offered in odd years.</p> <p>Mr. Hunt</p> |
| Anthropology 157a. Families and Households | <p>This course will describe and analyze several family types and households in contemporary American life, interpreting them in their cultural contexts and comparing them with similar arrangements in other cultures.</p> <p>Usually offered in odd years.</p> <p>Mr. Jacobson</p> | <p>Anthropology 164b. Corporate Cultures</p> <p>The course examines the structure and internal dynamics of the modern corporation with special emphasis on corporate culture, i.e., the system of company-specific beliefs, values and norms that underlies work-related behavior of members. Formal and informal aspects of corporate organization will be described and the developmental trajectory of the firm from start-up to maturity will be correlated with changes in corporate culture. Topics include the effect of societal values on corporate culture (illustrated by a comparison of U.S. and Japanese firms); entrepreneurship; the family firm; the role of corporate rituals and myths; innovation and technological change; and the spin-off phenomenon.</p> <p>Usually offered in even years.</p> <p>Mr. Ziegler</p> |
| Anthropology 158a. Urban Anthropology | <p>Comparative study of strategies used in coping with the complexity and potential danger of urban life. Attention will also be given to analyzing and evaluating the theories, methods and data anthropologists and others use in their studies of urban social organizations.</p> <p>Usually offered in even years.</p> <p>Mr. Jacobson</p> | <p>Anthropology 166a. The Nature of Human Nature</p> <p>This course will deal with various theories of human nature and the evidence for such theories. It will explore the way in which theories of the nature of man have figured in interpretations of culture. The course addresses the question: to what extent is culture the expression of nature and to what extent does it depart from nature?</p> <p>Usually offered every year.</p> <p>Mr. Saler</p> |
| Anthropology 160b. Mind, Self and Emotion in Culture | <p>This course examines the self and its emotional states and explores cross-cultural answers to the following questions: to what extent are emotions mental experiences, capable of being learned or affected by culture? Is emotional experience controllable and deployable to advantage in strategies of interaction? Are emotional forces shared, such as equivalents to Western feelings of shame, love, disgust or loneliness? Are emotions chemical brain states, beyond our control, which attach to experience and memory? The course integrates recent findings on these questions.</p> <p>Usually offered in even years.</p> <p>Mr. Murray</p> | <p>Anthropology 171a. Cross-Cultural Inquiry in Social Science</p> <p>Relativism is the fundamental problem of social science and all cross-system investigation must confront it. Insider-outsider, emic/etic equivalence and other forms will be considered. The major solutions to the problem will be evaluated.</p> <p>Usually offered in even years.</p> <p>Mr. Hunt</p> |
| Anthropology 161b. Culture and Cognition | <p>What relationship is there between cognitive processes and cultural systems? Do cultural differences involve or affect people's perception, classification process, memory or modes of problem solving? Do they affect the course of cognitive development? This course will examine cross-cultural research in psychology and anthropology that attempts to answer these questions. Special attention will be given to the role of language, to the relation between magic and science, and the cognitive effects of literacy.</p> <p>Usually offered every year.</p> <p>Mr. Murray</p> | <p>Anthropology 175b. Reading Ethnography</p> <p>An analysis of representative classics and contemporary works in the ethnographic literature. The aim of this course is to help students better understand the ethnographic accounts upon which much of social and cultural anthropology is based by examining their characteristic features of rhetoric and argumentation.</p> <p>Usually offered in even years.</p> <p>Mr. Jacobson</p> |

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| Anthropology 181b. Problems of Ancient Statecraft | An advanced seminar on characteristic problems in the creation and maintenance of ancient states and empires and the means by which these problems were dealt with. Topics include struggles between central authorities and subordinates, problems of mobilizing resources, uses of ideologies and how ideas may constrain or actually drive social and material changes. Usually offered in odd years. Staff | Anthropology 203a. Contemporary Issues in Anthropological Theory | An intensive examination of the major paradigms of contemporary anthropological theory. Concentration on recent debates about fundamental distinctions such as explanation/understanding, comparison/particularism and material/symbolic analysis. Usually offered in odd years. Mr. Parmentier |
| Anthropology 186a. Mathematics and Computers in Archaeological Data Analysis I | Topics include basic descriptive statistics, logic of statistical reasoning, research design and sampling, use of statistical packages, an introduction to multivariate methods and uses and misuses of all these approaches for archaeological interpretation and theory building. Signature of instructor required. Usually offered every third year. Staff | Anthropology 206a. Comparative Social Institutions | This course introduces students to key anthropological conceptions of social institutions and their role in cross-cultural comparison. Included are examples such as status and role, household and family, lineage and descent group, network and alliance and class and stratification. Usually offered in even years. Mr. Hunt |
| Anthropology 186b. Mathematics and Computers in Archaeological Data Analysis II | A continuation of Anthropology 186a. Usually offered in odd years. Staff | 222a and b. Readings and Research on the World Before Civilization | Mr. R. Zeitlin |
| Anthropology 188a. Materials in Ancient Societies | A seminar and laboratory course meeting at MIT. Usually offered every year. Signature of Brandeis coordinator required. Staff (at MIT) | 225a and b. Readings and Research in Cultural Analysis | Mr. Parmentier |
| Anthropology 188b. Materials in Ancient Societies | See ANTH 188a for course description and special notes. Usually offered every year. Signature of Brandeis coordinator required. Staff (at MIT) | 226a and b. Readings and Research in Archaeology | Staff |
| Anthropology 194a. Native American Literature | See COLIT 193a for description. Usually offered in odd years. Mr. Yglesias | 227a and b. Readings and Research in Linguistic Anthropology | Ms. Irvine |
| Primarily for Graduate Students | | 228a. Advanced Readings in Method and Theory | Mr. Kaplan |
| Anthropology 200a. History of Anthropological Thought | An historical examination of major ideas and perennial problems in social thought that have led to the development of modern theory and method in anthropology. The principal schools of thought and significant figures associated with them in American, British and Continental traditions. Usually offered every year. Mr. Murray | 228b. Advanced Readings in Method and Theory | Mr. Messick |
| | | 229a and b. Guided Comparative and Historical Research | Mr. Hunt |
| | | 231a and b. Readings in Cognitive Culture | Mr. Saler |
| | | 232a. Readings in Development | Mr. Hunt |
| | | 232b. Readings in Housing | Mr. Hunt |

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| 26 | Anthropology | | | |
| 234b. Readings and Research in Anthropology of Law | Mr. Messick | 256a and b. Readings and Research in Religion | Mr. Saler | |
| 235a and b. Readings and Research in Latin American Cultures | Mr. Hunt | 259b. Readings and Research in Conceptions of Personhood | Mr. Murray | |
| 237a and b. Readings and Research in African Cultures | Ms. Irvine | 261b. Readings and Research in the Symbolic Anthropology of Japan | Mr. Murray | |
| 238a and b. Readings and Research in Urban Anthropology | Mr. Jacobson | Anthropology 300d. Seminar in Anthropological Fieldwork | Usually offered every year. Staff | |
| 239a and b. Readings and Research in North American Indians | Mr. Murray | Anthropology 302d. Summer Research Training | Fieldwork for three months during the summer under the supervision of a member of the staff. Staff | |
| 241a and b. Readings and Research in New World Ethnohistory | Staff | Anthropology 304a and b. Readings and Research in Anthropological Field Methods | Staff | |
| 252a and b. Readings and Research in Anthropology of Art | Ms. Irvine | Anthropology 305d. Anthropology Colloquium | Staff | |
| 253a and b. Readings and Research in Economic Anthropology | Mr. Kaplan | Anthropology 402d-415d. Dissertation Research | Independent research for the Ph.D. degree 402d. Mr. Jacobson 409d. Mr. Saler 403d. Mr. Hunt 412d. Mr. Zeitlin 405d. Ms. Irvine 414d. Mr. Parmentier 407d. Mr. Kaplan 415d. Mr. Murray | |
| 254a and b. Readings and Research in Southeast Asian Ethnography | Mr. Appell | | | |

Biochemistry

Objectives

The graduate program in biochemistry leading to the degree of Doctor of Philosophy is designed to equip students with a broad understanding of the chemical and molecular events involved in biological processes and to train them to carry out independent original research. Major emphasis in this program is placed upon experimental research work. However, students are required to complete formal course work in advanced biochemistry, molecular biology and physical biochemistry. Additional courses and seminars are available in a wide range of subjects including neurobiology, immunology, structural biochemistry, membrane biology and genetics. Students are encouraged to choose advanced courses and seminars according to their particular interests. Doctoral research topics are chosen in areas under investigation by the faculty; these include problems in macromolecular structure and mechanism, enzyme function and regulation, gene regulation, membrane transport and receptor functions, molecular

pharmacology, mechanisms of cell motility, microbial metabolism and the biochemistry of cellular electrical excitability. A theme running through most of the research here is the relationship of biochemical functions to underlying molecular structure and mechanism.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply here. Applicants for admission to the biochemistry department are also required to take the Graduate Record Examination. It is strongly suggested that the applicant take one of the advanced sections (preferably chemistry or biology) of this examination. The students undergraduate curriculum should include some fundamental courses in biology and chemistry.

Faculty

**Professor
Pieter Wensink,**
Chair
(Rosenstiel Center):
Molecular biology.
Gene expression
during development of
higher organisms.
The physical
arrangement of genes
within the DNA and
the chromosomes of
higher organisms.

**Professor
Robert H. Abeles:**
Mechanism of enzyme
action.
Design of highly
specific enzyme in
activators.
Design of inhibitors
with potential
pharmacological
significance.
Mechanism of drug
action.

**Professor
Gerald D. Fasman:**
Conformation of
biological
macromolecules.
Chromatin structure,
protein-DNA
interactions.
Protein models;
synthesis and
conformational studies
of polyamino acids.

**Professor
Thomas C.
Hollocher, Jr.:**
Role and mechanism
of action of oxidation-
reduction enzymes.
Mechanism,
enzymology and
pathway of nitrogen in
denitrification and
nitrification.

**Professor
William P. Jencks:**
Mechanisms of
reactions catalyzed by
enzymes, coenzymes
and by chemical
catalysts. Mechanisms,
catalysis and
equilibria of reactions
of "energy-rich"
compounds of
importance in
biochemistry and
chemistry.
Mechanisms of
conversion of
chemical energy into
osmotic and
mechanical work.

**Professor
Lawrence Levine:**
Immunochimistry.
Antibodies as
analytical reagents for
measuring
pharmacologically
important molecules.
Mechanisms of
arachidonic acid
metabolism by cells in
culture.

**Professor
Irwin B. Levitan**
(Director, Center for
Complex Systems):
Neurobiology.
Neurobiochemistry.
Regulation of
neuronal membrane
properties.

**Professor John M.
Lowenstein:**
Role of phospholipids
in hormone action.
Regulation of
metabolic pathways.
Regulation and
function of the purine
nucleotide cycle;
regulation of
production in heart.

**Professor
Susan Lowey**
(Rosenstiel Center):
Structure and
function of
myofibrillar proteins
and their relation to
the muscle cell.
Techniques will
include physical
chemistry, protein
chemistry,
fluorescence and
electron microscopy.

**Professor
Christopher Miller:**
Structure and
function of ion
channel proteins.
Membrane transport
and mechanisms of
electrical excitation.

**Professor
Gregory Petsko**
(Rosenstiel Center):
X-ray crystallographic
analysis of protein
structure and enzyme
mechanisms.

**Professor
Alfred G. Redfield**
(Rosenstiel Center):
Magnetic resonance in
biopolymers.
Physical biochemistry.
Macromolecular
structure.

**Professor
Serge N. Timasheff:**
Physical chemistry of
proteins, in particular,
structure in solution
and self-associations;
self-assembling
systems; ligand-
mediated interactions;
macromolecular
properties of
biological polymers.

**Professor
Helen Van Vunakis:**
Interaction of
hallucinogenic,
narcotic and
carcinogenic
compounds with
specific antibodies and
natural receptors.
Nicotine metabolism
and physiological
effects.

**Associate Professor
William T.
Murakami:**
Biochemistry of virus
infection. Metabolism
of virus-infected cells.
Purification and
characterization of
polyoma viruses.

**Associate Professor
Dagmar Ringe**
(Rosenstiel Center):
Structures of enzymes
and enzyme-substrate
complexes.
X-ray crystallography.

**Assistant Professor
T. Christian Boles:**
Structure of
supercoiled DNA. In
vitro reconstitution of
recombination.

**Assistant Professor
Jeff Gelles:**
Enzymology of
molecular motor
proteins. High-
resolution,
quantitative
videomicroscopy as a
tool to study cell
motility.

**Assistant Professor
Daniel D. Oprean:**
Molecular biology of
membrane receptors.
Design and expression
of synthetic genes.

Degree Requirements

Doctor of Philosophy

Program of Study.

Each doctoral candidate must satisfactorily complete the following fundamental courses: advanced biochemistry, advanced molecular biology, physical biochemistry and biochemical research problems, and four biochemistry seminars.

After the required courses are completed, the faculty will evaluate each student's performance to decide whether the student should continue working towards the Ph.D. degree or the Master of Arts degree.

Financial Support.

Graduate students receive financial support (tuition and stipend) throughout their participation in the graduate program. This support is provided by a combination of University funds, training grants and individual research grants.

Teaching.

As a part of the graduate training program, students are required to participate as teaching assistants for two terms. No laboratory teaching is required.

Language Requirements.

There is no foreign language requirement for the Ph.D. degree.

Qualifying Examinations.

An oral qualifying examination must be taken generally at the beginning of the second year. In this examination, the student will be asked to defend or refute two propositions. One proposition will be assigned in an area of research outside the student's immediate area of specialization, and one will be an original proposition put forth by the student for a research problem in his or her area of interest (this is not necessarily a problem upon which he or she will carry out research).

In addition, the student must demonstrate general knowledge of biochemistry in a series of three area examinations: physical biochemistry and macromolecules, metabolism and enzymology, and molecular biology. Students are expected to have taken three examinations by the end of the third year; two of these must be taken by the end of the second year. This general knowledge outside the student's own field of specialization must be demonstrated to the satisfaction of an advisory committee of four department faculty members.

Admission to Candidacy.

At some time before the second term of their third year, students will present to a committee of four members of the department a summary of their research accomplished to date, including the most significant experimental data and detailed plans for the completion of a research project. The committee will recommend whether the research project should be continued as a partial fulfillment of the requirements for the Doctor of Philosophy degree. After completion of the research report and the three area examinations at a level satisfactory for the Ph.D. degree, the student will be admitted to candidacy.

Dissertation and Defense.

A dissertation will be required that summarizes the results of an original investigation of an approved subject and that demonstrates the competence of the candidate in independent research. This dissertation will be defended in a Final Oral Examination.

Courses of Instruction

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| Biochemistry 100a. Introduction to Biochemistry | Chemistry, reaction and metabolism of biologically important compounds. Formation and utilization of "energy-rich" compounds. Introduction to enzyme mechanisms. An attempt will be made to interrelate and compare basic biochemical and chemical processes. Metabolic regulation. Offered every year. Prerequisites: Chemistry 25a and b. Section 1, Fall: Mr. Hollocher Section 2, Fall: Mr. Murakami | Biochemistry 140a. Introductory Neuroscience for Graduate Students | This course will introduce the graduate student to the basic principles of neurobiology. Topics to be covered include: ion channels and their role in generating resting and action potentials; basics and synaptic physiology and pharmacology; biosynthesis and release of neurotransmitters and hormones; interactions of neurotransmitters and hormones with receptors; basic principles of neurodevelopment, plasticity and learning. Three lecture hours a week with fourth hour discussion of research papers. Offered every year. Staff |
| Biochemistry 100b. Introduction to Biochemistry | Offered every year. Ms. Lowey | Biochemistry 200d. Biochemistry Techniques | Prerequisite: BCHM 101. May be taken concurrently. Offered every year. Mr. Redfield |
| Biochemistry 101a. Advanced Biochemistry I | A discussion of enzyme reactions including energetics, kinetics and reaction mechanism. Metabolism of carbohydrates, lipids, amino acids, nucleic acids, vitamins and coenzymes, hormones, and inorganic substances. Coupled enzyme reactions, such as oxidative phosphorylation, and the synthesis of macromolecules, such as glycogen, protein and the nucleic acids. Regulated enzymes and regulation of metabolism. Offered every year. Messrs. Abeles and Jencks | Biochemistry 202b. Chemistry of Enzyme-Catalyzed Reactions | This course will deal with reaction mechanisms of catalysis in aqueous solution, some of which are relevant to enzymic catalysis. Usually offered in even years. Mr. Jencks |
| Biochemistry 101b. Advanced Biochemistry I | A continuation of BCHM 101a. Offered every year. Messrs. Gelles and Oprian | Biochemistry 301b. Summer Laboratory Rotation | Admission by consent of graduate advisor. Offered every year. Staff |
| Biochemistry 102b. Structural Molecular Biology | See BIOL 102b for description. Usually offered in odd years. Ms. Cohen | Seminars | One or two seminars will be given each term. Each student will present oral or written reports on various aspects of the announced seminar topic. Topics are rarely repeated from year to year. |
| Biochemistry 103a. Advanced Molecular Biology | The fundamental principles of molecular biology will be stressed with respect to nucleic acid biosynthesis, structure and physiological involvement. In addition, a description of events dealing with control of genetic information will be outlined. Offered every year. Messrs. Wensink and Boles | Biochemistry 213b. Biochemical Applications of NMR | Mr. Redfield |
| Biochemistry 104b. Introduction to Physical Biochemistry | Discussion of physical methods; molecular interactions; solvent effects; principles of folding; structural and conformation analyses by various spectroscopic and X-ray techniques. Offered every year. Messrs. Timasheff, Petsko and Redfield | Biochemistry 222a. Protein Kinases and Phosphatases | Ms. Lowenstein |
| | | Biochemistry 223a. The Molecular Biology of Vision | Mr. Oprian |
| | | Biochemistry 235b. Membrane Transduction Mechanisms | Mr. Levitan |

Biochemistry
401-422d.

**Biochemical
Research Problems**

Independent research for the Ph.D. degree.

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| 401d. | Mr. Jencks | 413d. | Mr. Hollocher |
| 402d. | Mr. Levine | 414d. | Mr. Murakami |
| 404d. | Mr. Timasheff | 416d. | Mr. Redfield |
| 405d. | Mr. Abeles | 417d. | Mr. Gelles |
| 406d. | Mr. Fasman | 418d. | Mr. Miller |
| 407d. | Mr. Lowenstein | 419d. | Mr. Levitan |
| 408d. | Mr. Wensink | 421d. | Mr. Oprian |
| 409d. | Ms. Lowey | 422d. | Mr. Boles |
| 411d. | Ms. Van Vunakis | | |

**Journal Club,
Colloquia and
Research Clubs**

In addition to the formal courses announced above, all graduate students are encouraged to participate in the departments Journal Club and colloquia. The Journal Club is an informal meeting of the students, staff and postdoctoral fellows, at which recent publications are discussed. Colloquia are general meetings of the department in which both speakers from the department and guest speakers will present their current investigations. Research clubs are organized by various research groups of the department.

Biology

Objectives

The graduate program in biology is designed to encourage and train students to develop their abilities to carry out independent and original research. Each student is expected to become familiar with the major areas of research currently being conducted within the department: molecular genetics and development, neurobiology, immunology, and cell and structural biology. In addition to a flexible curriculum of courses, designed for each student's specific program, entering students begin a series of laboratory rotations to acquaint themselves with current research techniques and to explore possible areas of thesis research. Students also are given opportunities to develop their confidence and ability to make oral presentations, beginning in the first year with a proseminar designed to discuss research methodology and continuing through a series of journal clubs. Each advanced student also presents an annual summary of his or her own research to the department. Research leading to a Ph.D. degree is carried out under the direction of one of the members of the biology faculty. Areas of research include: molecular biology of the regulation of gene expression, especially during development; chromosome structure and chromosomal rearrangements; developmental genetics; behavior genetics and neural development; biophysics of single nerve cells; learning and memory; integration of neural function; immunogenetics; immune cell differentiation and development; molecular biology of the immune system; regulation of muscle contraction; photobiology; molecular and cell architecture; organization of subcellular structures. A complete list of faculty research interests is available from the Department of Biology.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. The student's undergraduate record should ordinarily include courses equivalent to those required of undergraduates concentrating in biology at this institution. Students who are deficient in some of these subjects, but whose records are otherwise superior, may make up their deficiencies while they are enrolled as graduate students. In exceptional cases, students may be excused from some of these requirements. Students with serious deficiencies must, however, expect to add additional time to their graduate program in order to satisfy the deficiencies.

Applicants should take the Graduate Record Examination.

On being admitted to the biology department, graduate students will report to the first-year graduate student advisor who will assist the student with formal entry into the department and later with their programs.

An important part of graduate training consists of laboratory experience. Since the summer months provide an opportunity for such work, unbroken by courses and other responsibilities, it is customary for graduate students to spend their summers doing research. In recognition of this, the biology department provides 12-month stipend support for all full-time graduate students.

Faculty

Professor
James E. Haber,
(Rosenstiel Center),
Chair.
Genetics and
molecular biology of
yeast mechanisms of
meiotic and mitotic
recombination;
mating-type
switching; healing of
broken chromosomes;
structure, function
and regulation of
plasma membrane
ATPase.

Professor
Carolyn Cohen,
(Rosenstiel Center):
Structural molecular
biology.

Professor
David J. DeRosier
(Rosenstiel Center):
Structural studies of
actin, actin-containing
cytoskeletal
assemblies and
bacterial flagella.

Professor
Chandler Fulton:
Cell differentiation
and selective gene
expression in
eucaryotic cells.
Morphogenesis of cell
shape and assembly of
cell organelles,
especially flagella.

Professor
Martin Gibbs:
Photosynthesis and
plant physiology.

Professor
Jeffrey C. Hall:
Neurogenetics and
molecular
neurobiology of higher
behaviors in
Drosophila.

Professor
Kenneth C. Hayes,
(Director, Foster
Biomedical Research
Laboratory):
Comparative
nutritional
pathophysiology in
man and animals.
Lipoprotein
metabolism and
atherogenesis,
cholelithiasis.

Professor
Hugh Huxley,
(Director, Rosenstiel
Center):
Structure and
function of muscle.

Professor
Attila O. Klein:
Regulation of
development in higher
plants by light.
Control of growth,
organelle development
and macromolecular
synthesis in the leaf.

Professor
John E. Lisman:
Mechanisms of
phototransduction;
molecular mechanism
of memory storage.

Professor
Eve E. Marder:
Neurotransmitter
modulation of neural
circuits.

Professor
Alfred Nisonoff,
(Rosenstiel Center):
Immunochimistry.
Genetic control of the
immune response.
Regulation of Ige.

Professor
Michael Rosbash:
RNA processing and
molecular
neurobiology.

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| Professor Jerome A. Schiff: Plant biochemistry and physiology. Photocontrol of intracellular development. Sulphur metabolism. | Professor Kalpna P. White: Developmental neurogenetics. | Associate Professor Lawrence J. Wangh: Molecular controls of DNA replication in <i>Xenopus</i> eggs. | Assistant Professor Susan T. Lovett: Genetics and molecular biology of bacteria and yeast. Genetic and biochemical analysis of recombination. | Assistant Professor Neil Simister, (Rosenstiel Center): Molecular immunology. | Assistant Professor Timothy Tully: Neurogenetics of learning and memory. |
| Professor Andrew C. Szent-Györgyi: Regulation of muscle contraction at the molecular level. | Associate Professor Joan L. Press, (Rosenstiel Center): Developmental immunology and immunogenetics. | Adjunct Associate Professor Judith E. Tsipis: Virology. | Assistant Professor Ranjan Sen: Molecular immunology. | Assistant Professor Donald Straus: Development and gene regulation. | |

Degree Requirements

At least one year of teaching experience (or equivalent) is required of all degree candidates.

Master of Arts

The goal of the biology department is to train students in original research on the level of the Ph.D. Doctoral students who have successfully completed two years of course work may petition the department for the award of a masters degree.

Doctor of Philosophy

Program of Study.

Students will be expected to obtain a knowledge of the principles and techniques of the areas represented in the department, i.e., genetics, developmental biology, molecular biology, neurobiology, immunology and cell biology. The background a student is expected to have in these areas will be covered in courses given by the department. Entering students will do research rotations in at least three different laboratories. The student will be expected also to have additional background in his or her area of specialization as well as experience in seminar and research courses to be designated.

Each student will choose his or her specific field of interest and will apply for a permanent advisor to be agreed upon by the department at the end of the first year. The advisor will assist the student in planning a well-balanced program in his or her specific field of interest. In addition, the advisor will ordinarily serve as the chair of the students dissertation examining committee.

Language Requirement.

There is no foreign language requirement for the Ph.D. degree.

Qualifying Examination.

The qualifying examination consists of two propositions. These are written and defended orally. Part One is taken in the middle of the second year. Part Two is taken in the third year.

Admission to Candidacy.

To be admitted to candidacy, the student must have (a) completed all required course work, (b) passed the qualifying examination, and (c) been accepted by a graduate advisor.

Dissertation and Defense.

Each student will conduct an original investigation. With the approval of the students advisor, however, research courses may be elected at any time. After submission of the dissertation, the candidate will be expected to present the principal results of his or her work and its significance during an examination in defense of the dissertation. A public seminar to the University community is also required.

Courses of Instruction

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| Biology 100a. Photobiology of Cells and Organelles | Basic photobiology including an introduction to the physical and chemical concepts involved, the influence of the changing solar spectrum on the course of evolution, the catalytic uses of light by living systems including photoperception (phototropism, phototaxis and the evolution of visual systems), photomorphogenesis (blue light and re-far red systems), photoinduced rhythms, and other biological responses to light, energy storage including the photosynthetic apparatus, membranes and reaction centers, photosynthetic electron transport and phosphorylation, photosynthetic carbon metabolism and photoreduction, utilization of assimilatory power in reductive reactions, the deleterious effects of light including photodynamic action, photoprotection, erythral effects, ultraviolet damage to the genetic material and its photorepair and the evolution of repair systems and medical applications. | Biology 104a. Structural Cell Biology | This is an advanced course in cell biology with an emphasis on the structure and function of cellular organelles, including specialized membranes, the cytoskeleton, flagella, the mitotic apparatus, etc. The aim of the course is to cover the concepts, applications and techniques of structural biology especially those involving electron microscopy and light microscopy. |
| | Usually offered in odd years. | | Usually offered in odd years. |
| | Messrs. Gibbs, Schiff and Staff | | Mr. DeRosier |
| Biology 101a. The Electron Microscope | One of the most powerful instruments in modern research is the electron microscope. With it, scientists can examine the outer surface of a whole beetle, the inner workings of cells and can even see single atoms. Find out how the machine works, how it is used and what it is used for. | Biology 105b. Eukaryotic Molecular Biology | The structure and control of eukaryotic genes and their products. Experimental support for current views of control will be emphasized. Research papers will be discussed. |
| | Usually offered every third year. | | Usually offered in odd years. |
| | Mr. DeRosier | | Mr. Rosbash |
| Biology 102b. Structural Molecular Biology | This course focuses on such topics as molecular recognition in protein-nucleic acid and protein-protein interactions. Experimental methods, such as X-ray crystallography and electron microscopy, will be included. Suitable for first-year graduate students and qualified undergraduates. | Biology 122b. Advanced Genetics | A deeper and more detailed discussion of topics introduced in BIOL 21b. Two basic approaches will be emphasized: cytogenetics and molecular genetics. Problems currently under investigation will be discussed. |
| | Usually offered in odd years. | | Usually offered in even years. |
| | Ms. Cohen | | Mr. Haber and Ms. Lovett |
| Biology 103b. Advanced Topics in Cell and Molecular Biology | The course will examine a number of key questions concerning the molecular basis of a range of essential cellular mechanisms, and will analyze in detail the technical and theoretical advances that have made possible some of the crucial experiments on which our current knowledge is based. | Biology 124b. Animal Virology | Usually offered every third year. |
| | Usually offered in odd years. | | Ms. Tsipis |
| | Mr. Huxley | Biology 125a. Immunology | A discussion of the biological aspects of the immune response. Topics to be covered include antibody structure and function; properties and characteristics of the cells involved in cell-mediated immunity, transplantation immunity, allergy and humoral immunity; tolerance of the cellular perception of self and non-self; generation of antibody diversity; regulatory mechanisms involved in cell interaction, including suppression and genetic control; and aspects of tumor immunity. |
| | | | Usually offered every year. |
| | | | Mr. Sen |

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| Biology 127a. Biostatistics | <p>A practical applications-oriented course for graduates and undergraduates in biology or biopsychology. This course is designed to provide the student with conceptual and computational skills to analyze a variety of data common in biological research. Course content will include rules of probability, properties of random variables and several types of statistical inference — t-test, analyses of variance, correlation, linear and multiple regression, analyses of contingency tables and nonparametric statistics. No advanced mathematics background is necessary but some algebra (with summation notation) will be used.</p> <p>Usually offered in even years.</p> <p>Mr. Tully</p> | Biology 144b. The Neurobiology of Memory <p>This course surveys what is known about one of the principal unsolved problems in neurobiology, the question of how memory is stored. Topics to be covered include definition of the types of memory, experiments implicating different brain regions in memory, genetic and pharmacological perturbations of memory and neural network approaches to memory. The principal focus, however, will be the cellular and molecular basis of memory. Anatomical, biochemical and physiological work on long-term potentiation in the hippocampus and sensitization in <i>Aplysia</i> will be extensively discussed.</p> <p>Usually offered in even years.</p> <p>Mr. Lisman</p> |
| Biology 140b. Introductory Neuroscience | <p>This course will introduce the basic principles of neurobiology. Topics to be covered include: ion channels and their role in generating resting and action potentials; basics of synaptic physiology and pharmacology; biosynthesis and release of neurotransmitters and hormones; receptors; basic principles of neurodevelopment, organization of neural networks in behavior, plasticity and learning. Three lecture hours a week with fourth hour discussion of research papers. For graduate students.</p> <p>Usually offered every year.</p> <p>Ms. Marder</p> | Biology 145b. Integrative Neuroscience <p>This course will discuss how the nervous system processes information and generates behavior. Students will read the original research literature on topics that might include: generation of rhythmic behaviors in invertebrates and vertebrates; structure and function of the olfactory system; somatosensory cortex; auditory and visual processing; modulation of neural circuits during development and the adult; computational neuroscience. Classes will be discussion, lectures and student presentations. A research paper will be required.</p> <p>Usually offered every third year.</p> <p>Ms. Marder</p> |
| Biology 141b. Molecular Neurobiology | <p>This course is intended both to acquaint neurobiologists with the methods of molecular biology and to review important topics in molecular neurobiology. These topics include structure-function studies of proteins that are key to neuronal function, control mechanisms that underlie brain-specific gene expression and genetic-molecular approaches to understanding specific brain processes.</p> <p>Usually offered in even years.</p> <p>Mr. Rosbash</p> | Biology 146a. Behavioral Genetics <p>Genetic bases of behaviors from simple reflexes and taxes to more higher-order forms such as learning, memory, biological rhythms, personality traits, affective disorders, etc. Two basic methodologies will be reviewed — a quantitative description of the genetic architecture that produces variability among individuals for any particular behavior and a qualitative description of single-gene mutants that disrupt normal behavior. The second is used to unravel the mechanisms of behavioral responses. After focusing on fundamental concepts, course material will deal with the issue of genetic determinism for such traits as "intelligence." Organisms studied will range from bacteria to human, including nematodes, fruit flies and rodents.</p> <p>Usually offered every third year.</p> <p>Mr. Tully</p> |
| Biology 143a. Developmental Neurobiology | <p>Mechanisms used in the formation of the nervous system will be discussed. Topics to be covered include determination of the neuronal precursors, pattern formation in the nervous system, neuronal differentiation and mechanisms responsible for neural specificity. The course will consider the use of modern cellular neurobiological techniques, molecular biology and neurogenetics to address questions in neural development. Research papers will be discussed. Prerequisite: Biology 61a and signature of instructor.</p> <p>Usually offered every fourth year.</p> <p>Ms. White</p> | Biology 147a. Neurogenetics <p>Development and function of the nervous system and responses of excitable cells, studied in neurological and behavioral mutants. Characterization and manipulation of genes, defined by these mutations, using molecular biological tools. Organisms: microbes, roundworms, fruit flies, mammals. Neurobiological areas: embryonic neural development, nerve cell differentiation and pattern formation, membrane excitability, responses to visual and chemical stimuli, biological rhythms, reproductive behavior.</p> <p>Usually offered every third year.</p> <p>Mr. Hall</p> |

**Biology 161b.
Developmental
Genetics**

The course will consider the use of classical genetics, cytogenetics and molecular genetics in the analysis of developmental problems. Developmental processes such as oogenesis, embryogenesis and gene amplification will be used as framework for discussion of such genetic techniques as ganderomorph mapping, somatic recombination, cytoplasmic and cellular transplantation, *in situ* hybridization, somatic cell recombination, etc. Readings will be assigned from the literature.

Usually offered every fourth year.

Mr. Hall

**Biology 175b.
Advanced
Immunology**

Recent advances in immunobiology. The format will include lectures to introduce the subject material and a detailed analysis with student participation of papers in the current literature. Topics that will be considered will include: recent advances in the molecular biology of antibodies and T cell receptors; the structure of the antibody combining site and its interactions with antigens; antigen processing and its role in T cell stimulation; factors influencing B cell differentiation, including lymphokines.

Usually offered in even years.

Ms. Press

**Biology 177b.
Molecular
Immunology**

This course will cover studies of the immune system at the molecular levels with emphasis on work presently being done in the field. The format of the course will be student analysis and discussion of papers in the current literature.

Usually offered in odd years.

Mr. Sen

**Biology 200a.
Proseminar.**

Usually offered every year.

Mr. Derosier

**Biology 300a and b.
Biological Research**

Primarily for the first-year student with the purpose of introducing him or her to biological research and to the work in progress in the laboratories of a number of faculty members. In consultation with the graduate advisor, the student plans a sequence of such tenures, each comprising 12 weeks or more, and then carries out experimental investigations under the guidance of the faculty members involved.

Offered every year.

Staff

**Biology 301b.
Summer Laboratory
Rotation**

Admission by consent of graduate advisor.

Offered every year.

Staff

**Biology 305d.
Topics in Molecular
Genetics and
Development**

Offered every year.

Staff

**Biology 306d.
Topics in
Neurobiology**

Offered every year.

Staff

**Biology 307d.
Topics in
Immunology**

Offered every year.

Staff

**Biology 308d.
Topics in Plant
Physiology,
Biochemistry and
Metabolism**

Offered every year.

Staff

Courses in Research**Biology 401d.
Photobiology and
Plant Physiology**

Mr. Schiff

**Biology 402d.
Photobiochemistry
and Plant
Metabolism**

Mr. Gibbs

**Biology 403d.
Immunochemistry;
Genetic Control of
the Immune
Response**

Mr. Nisonoff

**Biology 404d.
Developmental
Neurobiology**

Ms. White

**Biology 405d.
Cell Differentiation
and Morphogenesis**

Mr. Fulton

**Biology 406d.
Neurophysiology**

Ms. Marder

**Biology 407d.
Structural
Biochemistry**

Ms. Cohen

**Biology 408d.
Behavioral Genetics**

Mr. Hall

**Biology 409d.
Biophysics of Visual
Transduction**

Mr. Lisman

**Biology 410d.
Plant Development**

Mr. Klein

**Biology 411d.
Gene Control**

Mr. Wangh

**Biology 412d.
Structural Molecular
Biology**

Mr. DeRosier

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| 36 | Biology | | |
| Biology 413d. General Physiology | Mr. Szent-Gyorgyi | Biology 420d. Nutritional Patho-physiology | Mr. Hayes |
| Biology 414d. Gene Organization Eukaryotes | Mr. Rosbash | Biology 421d. Molecular Immunology | Mr. Sen |
| Biology 415d. Biochemistry and Genetics of Differentiation | Mr. Haber | Biology 422d. Molecular Biology. Genetics and Biochemistry of <i>Drosophila</i>. Learning and Memory. | Mr. Tully |
| Biology 416d. Immunology | Mr. Simister | | |
| Biology 417d. Muscle Physiology | Mr. Huxley | Biology 423d. Mechanisms of Recombination | Ms. Lovett |
| Biology 418d. Developmental Immunology | Ms. Press | | |
| Biology 419d. Development | Mr. Straus | | |

Biophysics

Objectives

The interdepartmental graduate program in biophysics, leading to the degree of Doctor of Philosophy, is designed to provide a broad background in the physics and chemistry of living processes and to develop the students capacity for independent research. The program offers opportunity for study and research in biophysical chemistry, structural biology, protein crystallography, neuroscience and photobiology. Applicants are expected to have strong backgrounds in physical science with undergraduate concentrations in biology, biochemistry, chemistry, mathematics, physics or engineering.

Admission

The general requirements for admission to the Graduate School are given in an earlier section of this catalog. Applications should include, in addition to letters of reference, a personal statement giving reasons for choosing biophysics and indicating areas of interest. Applicants are required to take the Graduate Record Examination and are encouraged to visit Brandeis for interviews, if possible.

Faculty Advisory Committee

Professor
Carolyn Cohen
(Biology), Chair

Professor
Judith Herzfeld
(Chemistry)

Professor
Christopher Miller
(Biochemistry)

Professor
Donald Caspar
(Physics)

Professor
John E. Lisman
(Biology)

Professor
Alfred G. Redfield
(Physics and
Biochemistry)

The faculty of the Biophysics Program is composed of members of the biochemistry, biology, chemistry and physics departments. About 20 faculty members participate in this graduate program.

Degree Requirements

Doctor of Philosophy

Program of Study.

Since Biophysics is a very broad field and students may have widely different backgrounds and goals, the course of study is flexible. During the first year, students take BIOP 300, a course in which students meet with selected faculty members to explore areas of research. Students are also required to successfully complete BIOP 200b.

In addition, students generally complete the following courses: Advanced Biochemistry (BCHM 101a), Introduction to Physical Biochemistry (BCHM 104b), Structural Molecular Biology (BIOL 102b) and The Electron Microscope (BIOL 101a). Courses to complete the student's program will depend on the student's background and interests. The additional courses may be in the areas of biochemistry, biology, biophysics, chemistry, mathematics, photobiology or physics.

Language Requirements.

Reading knowledge of one foreign language, chosen from French, German or Russian. A knowledge of computer programming may be substituted.

Admission to Candidacy.

Students are admitted to candidacy on the basis of academic performance and on research proposals that they develop and defend, generally during the second year of study. Students must pass Biophysics 200b in order to qualify for admission to candidacy.

Dissertation and Defense.

Each doctoral candidate will submit a dissertation describing his or her research and will be required to defend it in a Final Oral Examination.

Courses of Instruction

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| Biophysics 200b. Seminar in Biophysical Research | <p>This is a required seminar for first-year biophysics students. The seminar is designed to introduce students to quantitative approaches to biological problems through critical evaluation of the biophysical literature. The seminar will not be focused on any particular subject area, but instead will give students practice in attacking problems in a wide range of areas by essentially the same technique: the use of physical and mathematical reasoning. Each week one or two papers that are particularly well-suited to quantitative analysis will be chosen and prepared by a "team" of students. The discussion will be aimed at identifying the "core idea" of the papers and at transforming this idea into quantitative, testable predictions. Topics covered will include: macromolecular structure and function, spectroscopic methods of structure determination, thermodynamics of ligand-macromolecule interactions, stochastic approaches to electrophysiology and electrostatics of macromolecular surfaces, among others, which will vary from year to year. In consultation with the seminar instructor, each student will develop a research proposition based on independent reading and will prepare a research plan in the form of a mock-thesis proposal.</p> <p>Open to graduate students in other sciences with permission of the instructor.</p> <p>Offered every year.</p> <p>Mr. Pochapsky</p> | <p>Biology 100a. Photobiology of Cells and Organelles</p> <p>Usually offered in odd years. Messrs. Gibbs, Schiff and Staff</p> |
| <p>Biophysics 300. Introduction to Research in Biophysics</p> | <p>Students carry out a project in the research laboratory of one of the faculty members. Projects and faculty are selected from the departments of biochemistry, biology, chemistry and physics. At least three terms of Biophysics 300 are required.</p> <p>Offered every year.</p> <p>Staff</p> | <p>Biology 101a. The Electron Microscope</p> <p>Usually offered every third year. Mr. DeRosier</p> <p>Biology 102b. Structural Molecular Biology</p> <p>Usually offered every year. Ms. Cohen</p> <p>Biology 103b. Advanced Topics in Cell and Molecular Biology</p> <p>Usually offered in odd years. Mr. Huxley</p> <p>Biology 104a. Structural Cell Biology</p> <p>Usually offered in odd years. Mr. DeRosier</p> <p>Biology 105b. Eukaryotic Molecular Biology</p> <p>Usually offered in odd years. Mr. Rosbash</p> <p>Biology 140b. Introductory Neuroscience</p> <p>Usually offered every year. Staff</p> <p>Biology 144b. The Neurobiology of Memory</p> <p>Usually offered in even years. Mr. Lisman</p> <p>Biology 145b. Integrative Neuroscience</p> <p>Usually offered every third year. Ms. Marder</p> <p>Chemistry 229b. Introduction to X-ray Structure Determination</p> <p>Usually offered every third year. Mr. Foxman</p> |
| Biophysics 301b. Summer Laboratory Rotation | <p>Admission by consent of graduate advisor.</p> <p>Offered every year.</p> <p>Staff</p> | <p>Physics 152b. Biological Assembly</p> <p>Usually offered every third year. Mr. Caspar</p> |

Students register for Dissertation Research in the 400 series with a faculty member in the department in which they are doing their research.

Following is a partial list of advanced courses that may be of interest to students in the Biophysics Program.

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| Biochemistry 104b. Introduction to Physical Biochemistry | <p>Usually offered every year.</p> <p>Messrs. Timasheff, Petsko and Redfield</p> |
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Chemistry

Objectives

The graduate program in chemistry, comprising course work, seminar participation and research is designed to lead to a broad understanding of the subject. The graduate program leads to the M.A. and Ph.D. degrees in chemistry. The Ph.D. is offered with specializations in inorganic, organic and physical chemistry and in chemical physics. (Detailed information on the interdisciplinary specialization in chemical physics is found following listing of chemistry courses.) All students will be required to demonstrate knowledge in advanced areas of inorganic, organic and physical chemistry. The doctoral program is designed to be flexible so that individual programs of study may be devised to satisfy the particular interests and needs of each student. In each case this program will be decided by joint consultation between the student, the Graduate Studies Committee and the thesis supervisor, when selected. The doctoral program will normally include a basic set of courses in the student's own area of interest, to be supplemented by advanced courses in chemistry and, where appropriate, in biochemistry, biology, mathematics and physics.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to the graduate program in chemistry. In addition, the undergraduate curriculum of applicants should include courses in physics and mathematics (differential and integral calculus), and courses in general, inorganic, analytical, organic and physical chemistry.

Admission to advanced courses will be based upon the results of three qualifying examinations, (inorganic, organic and physical chemistry), which will be taken upon entrance. These examinations will determine if the student shall be required to make up deficiencies in preparation. The results of the qualifying examinations will be considered in the determination of support for subsequent years of graduate study and in determining a student's eligibility to continue in a degree program.

Faculty

Professor Peter C. Jordan,
Chair:
Statistical mechanics of membrane transport; electrostatic modeling of ion pores; molecular dynamics; theories of ionic solvation.

Professor Ju-Yam Chan:
Magnetic resonance, coherent phenomena and high-resolution optical spectroscopy under high pressure.

Professor Irving R. Epstein:
Oscillating chemical reactions and dynamic instabilities; mathematical modeling of biochemical kinetics; polymer aggregation and networks in neural systems.

Professor Bruce M. Foxman:
X-ray structure determination; coordination polymers; chemical, physical and crystallographic studies of solid-state reactions; automatic solution of crystal structures using novel computer techniques.

Professor Michael Henchman:
Chemistry of ions in the gas phase; solvation; acidity and superacidity; isotopic fractionation in interstellar molecules.

Professor James B. Hendrickson:
Synthesis of natural products; computerization of design and development of new synthetic reactions.

Professor Judith Herzfeld:
Nonideality and liquid-crystalline behavior of solutions of self-assembling surfactants and proteins; solid state NMR studies of structure and dynamics in membrane proteins and supporting quantum chemistry.

Professor Philip M. Keehn:
Synthetic methods, organic synthesis of strained rings and theoretically interesting molecules; applications of NMR spectroscopy to organic systems; photooxidation; pure and applied laser chemistry of organic systems; host-guest complexes; plant medicinals.

Professor Kenneth Kustin:
Inorganic biochemistry; vanadium and iron in tunicate blood cells and human tissues; fast reactions; oscillating reactions.

Professor Gregory Petsko
(Rosenstiel Center):
Protein crystallography, especially direct observation of transient species by low-temperature and Laue methods; signal transduction in allergy and chemotaxis; protein dynamics; protein engineering; structure/function of p-glycoproteins.

Professor Myron Rosenblum:
Chemistry of organometallic complexes of the transition elements. New methods in organic synthesis employing organometallic complexes. Electroactive organometallic polymers.

Professor Barry B. Snider,
Graduate Advisor:
Development of new synthetic methods; mechanism of synthetically important reactions; total synthesis of natural products.

Professor Colin Steel:
Chemistry of excited molecules and radicals; the kinetics and mechanisms of photochemical and thermal reactions; photophysics and photochemistry of infrared laser-induced reactions.

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| Professor Robert Stevenson: Isolation and structure of natural products; compounds of medicinal interest (steroids, terpenoids, lignans, heterocyclics). | Professor Thomas R. Tuttle: Chemistry of liquid solutions; the composition and structures of species in metal solutions in polar solvents; application of spectroscopy, e.g., magnetic resonance, optical and spectropolarimetry to elucidation of the composition and structure of solutions; theory of chemical species in solution. | Associate Professor Dagmar Ringe (Rosenstiel Center): Protein crystallography and protein engineering. Rational drug design, especially for proteases; mechanisms of enzymatic catalysis by diffraction and mutagenesis; structure and function of aminotransferases; modular protein design. | Assistant Professor James H. Davis, Jr.: Organometallic chemistry. Preparation and characterization of organometallic oxo compounds, particularly species in which oxo ligands bridge organometallic and classically inorganic metal centers. Preparation of π -organic complexes of main group elements. | Assistant Professor Thomas C. Pochapsky: Design and synthesis of molecular recognition systems; transient interactions in solution by NMR; NMR of soluble proteins; protein stability and folding by NMR and mutagenesis. |
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Degree Requirements

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| | Detailed information on the interdisciplinary specialization in chemical physics is found following listing of chemistry courses. | Master of Arts | |
| | Entering students may be admitted to either the master's or the doctoral program. | Program of Study. | Each candidate is required to complete successfully one year of study at the graduate level in chemistry, or, with prior permission of the Graduate Studies Committee, in related fields. The program will include laboratory work and, normally, five term courses at the graduate level. The detailed program of study will be chosen jointly by the candidate and the Graduate Studies Committee to reflect the candidate's area of interest as well as a perspective of other areas. |
| Qualifying Examination. | Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry by the performance in three qualifying examinations; one each in physical chemistry, organic chemistry and inorganic chemistry. These examinations are set twice a year, before the start of each term. The results of these examinations will determine the student's initial program of course work and will be considered by the Graduate Studies Committee in evaluating the student's progress. | Residence Requirement. | The minimum residence requirement for the M.A. degree is one year. |
| | | Doctor of Philosophy | |
| | | Program of Study. | A balanced program of study will be prepared by the students and the Graduate Studies Committee. In general, students will be required to take a minimum of seven graduate-level courses, of which two must lie outside the student's field of research. If a student fails to pass a qualifying examination after two attempts, a graduate course must be taken in that area of chemistry before the end of the second year. A list of courses appropriate for this purpose is available upon request. For students entering with a master's degree or the equivalent, two to five courses may be transferred for credit. It is expected that doctoral students will choose a research advisor during the first year, normally in the second term. |
| Language Requirements. | There is no foreign language requirement for the M.A. degree. Each student in the organic and inorganic Ph.D. program must demonstrate a useful reading knowledge of scientific French, German or Russian within the first two years of residence. Each student in the physical chemistry Ph.D. program must demonstrate a working knowledge of Fortran, Basic or C. | Admission to Candidacy. | A student is recommended for admission to candidacy for the doctoral degree upon certification by his or her thesis advisor and the Graduate Studies Committee that the student has satisfied the qualifying and language examination requirements and has made satisfactory progress in the program of study, research and the final Ph.D. examinations. |
| Seminar. | Each student in residence is required to attend and participate in the seminar in his/her chosen area of concentration throughout the period of graduate study. Each student is expected to present two seminars during his/her residence. | | |
| Teaching. | It is expected that all graduate students will do some undergraduate teaching during the course of their studies. | | |
| Placement and Evaluation of Progress. | Recommendations for the course of study in the first year will be based upon the performance on the initial qualifying examinations. Admission to the graduate degree programs will be based on the student's record in course work during the first year and his/her performance on the qualifying examinations. Further progress will be evaluated on a yearly basis by the Graduate Studies Committee. | | |

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| Final Examinations. | The graduate student must demonstrate proficiency by taking final examinations in his or her major field: organic, physical or inorganic chemistry. In the organic chemistry program, accumulative examination procedure is used. Each year, six one-hour examinations (on unannounced topics), and one three-hour examination (on an announced reading) are given. Each one-hour examination passed is worth one unit and each reading examination is worth up to three units depending upon the pass level. The final examination requirement is satisfied by the student having accumulated nine units of which no more than six are from reading examinations. In physical chemistry and inorganic chemistry, the student is assigned a set of propositions generally during the third term of graduate work. In physical chemistry the set consists of three propositions; the student takes a written examination on one proposition and is examined orally on all three. In inorganic chemistry the student is assigned two propositions. He or she takes a written examination on one proposition, and is examined orally on a research proposal (supplied either by the student or faculty) and the remaining proposition. Students in all fields must maintain satisfactory progress by passing these examinations. | Residence Requirements. | The minimum residence requirement for the Ph.D. degree is two years. |
| | | Dissertation and Defense. | A dissertation is required that describes the results of an original investigation and that demonstrates the competence of the candidate in independent investigation, critical ability and effectiveness of expression. The student must successfully defend the dissertation in a Final Oral Examination. |

Courses of Instruction

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| Chemistry 110b. Instrumental Analytical Chemistry | Techniques of instrumental chemical analysis. Application of instrumental methods to the separation and analysis of complex mixtures. Instruction on both principles and use of equipment. Students rotate through ongoing research laboratories. Data treatment includes computers in the analytical chemistry laboratory. Prerequisite: Satisfactory grade in CHEM 41a, 41b, 59a, 59b or the equivalent. Usually offered in odd years. | Chemistry 122b. Inorganic Chemistry II, Lectures | Transition metal chemistry: classical coordination compounds and organometallics. Descriptive chemistry of main group compounds. Inorganic rings, chains and clusters. Prerequisite: CHEM 25a,b or permission of instructor. Usually offered every year. Mr. Davis |
| Chemistry 111a. Computational Chemistry | An introduction to selected topics in computational chemistry. These will include two or three of the following: molecular modeling; numerical integration methods; quantum mechanical modeling; least squares analyses; design of synthesis; data analysis. The course will be devoted to the practical implementation of generally available software routines and to attaining an understanding of their capabilities. Usually offered in even years. Mr. Jordan | Chemistry 130a. Advanced Organic Chemistry: Structure | Introduction to group theory and its application to molecular orbital theory and spectroscopy. Usually offered every year. Mr. Rosenblum |
| Chemistry 121a. Inorganic Chemistry I, Lectures | Symmetry and structure; bonding; physical and chemical aspects of the chemistry of the elements. Prerequisite: Satisfactory grade in an undergraduate course in physical chemistry. Three lecture hours a week. Usually offered every year. Staff | Chemistry 131a. Advanced Organic Chemistry: Topics in Structure and Reactivity | Broad coverage of a variety of transformations involving additions, eliminations, substitutions, oxidations, reductions and rearrangements. Usually offered every year. Mr. Kechn |
| | | Chemistry 132a. Advanced Organic Chemistry: Spectroscopy | Application of spectroscopy to the elucidation of structure and stereochemistry of organic compounds with special emphasis on modern NMR methods. Usually offered every year. Mr. Stevenson |

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| Chemistry 133a. Advanced Organic Chemistry: Mechanisms | Principles of the determination of reaction mechanisms. Substituent effects. Mechanisms of nucleophilic and electrophilic substitution reactions. Carbocation chemistry. Mechanisms of addition and elimination. Acidity and basicity. Usually offered every year. Staff | Chemistry 142a. Quantum Chemistry | Solutions of the time-dependent Schrodinger equation for particle-in-a-box, simple harmonic oscillator, rigid rotor and hydrogenic systems. Matrix mechanics. Operator techniques and angular momentum. The variational method and time-independent perturbation theory. The Pauli exclusion principle and Slater determinants. Many electron atoms and the classification of states. The Hartree-Fock self-consistent field method. Symmetry in molecular quantum mechanics. The Bron-Oppenheimer separation. Diatomic molecules. Prerequisite: Satisfactory grade in an undergraduate course in physical chemistry. Usually offered every year. Mr. Tuttle |
| Chemistry 134a. Advanced Organic Chemistry: Synthesis | Modern synthetic methods will be covered with an emphasis on mechanism and stereochemical control. Formation of carbon-carbon single and double bonds and carbocycles and procedures for oxidation, reduction and functional group interchange will be discussed. Selected total syntheses will be examined. Usually offered every year. Mr. Snider | Chemistry 145b. Special Topics in Chemistry | Topics vary from year to year. Usually offered every third year. Staff |
| Chemistry 137b. The Chemistry of Organic Natural Products | Natural products chemistry will be surveyed within a biogenetic framework. Occurrence, isolation structure elucidation, biogenesis and synthesis will be covered with an emphasis on modern methods of synthesis and of establishing biogenesis. Prerequisite: Satisfactory grade in an undergraduate course in organic chemistry. Usually offered every year. Mr. Hendrickson | Chemistry 150c. Special Topics in Chemistry | Topics vary from year to year. Usually offered every third year. Staff |
| Chemistry 141a. Chemical Thermodynamics | Classical and irreversible thermodynamics: laws, tools and applications. Prerequisite: Familiarity with multivariable calculus. Usually offered every year. Ms. Herzfeld | Chemistry 200d. Advanced Chemistry Laboratory | Usually offered every year. Staff |
| Chemistry 141b. Chemical Thermodynamics | Rate laws and experimental methods. Energy transfer. Experimental and theoretical study of reactions in the gas phase and in solution. Enzyme kinetics and inhibition. Nonlinear dynamics and oscillating reactions. Prerequisite: Satisfactory grade in CHEM 141a or permission of instructor. Usually offered every year. Mr. Petsko | Chemistry 220c. Inorganic Chemistry Seminar | Required of graduate students in inorganic chemistry, who must audit this course each year. Offered every year. Staff |
| Chemistry 229b. Special Topics in Inorganic Chemistry: Introduction to X-ray Structure Determination | Basic diffraction and space group theory; practical manipulations of crystals and X-ray diffraction equipment; solving crystal structures; interpretation of structural chemistry. Course will feature self-paced tutorials on the VAX 8650. Usually offered every third year. Mr. Foxman | Chemistry 231c. Organic Chemistry Seminar | Required of graduate students in organic chemistry, who must audit this course each year. Offered every year. Staff |

**Chemistry 232b.
Heterocyclic
Chemistry**

The nature of aromatic heterocycles will be surveyed, followed by detailed discussion of their characteristic reactions and modes of synthesis. The course is organized to show a general predictive framework behind the details. Emphasis is placed on the mechanisms of heterocycle reactions.

Usually offered in odd years.

Mr. Hendrickson

**Chemistry 234b.
Chemistry of
Organometallic
Compounds**

The chemistry of organo-transition metal complexes, including their structures, chemical reactions and their use as reagents in organic synthesis. Prerequisite: Satisfactory grade in CHEM 130a.

Usually offered every third year.

Mr. Rosenblum

**Chemistry 235b.
Special Topics in
Organic Chemistry**

The first half of the course will be concerned with molecular recognition phenomena. Topics to be covered include the selective complexation of ground state species and experimental methodology for characterization of ground state complexes, selectivity in synthesis by precomplexation, catalysis by enzymes, enzyme mimics and catalytic antibodies. Current directions and methods in bio-organic research will be emphasized. The second half will be concerned with detailed discussion of modern NMR techniques, especially 2D methods. Pulse sequences, phase cycling and other experimental considerations will be emphasized.

Usually offered every third year.

Mr. Pochapsky

**Chemistry 241c.
Physical Chemistry
Seminar**

Required of graduate students in physical chemistry, who must audit this course each year.

Offered every year.

Staff

**Chemistry 243b.
Statistical
Thermodynamics**

Elementary statistical mechanics of ensembles of molecules and applications to thermodynamic systems.

Usually offered every third year.

Staff

**Chemistry 245a.
Thermodynamics of
Ionic Solvation**

Experimental methods for determining the thermodynamic quantities pertaining to ionic solvation: solubilities, electrochemical cell potentials, colligative properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association, ionic size, single ion solvation energies. Measurements of ionic activity coefficients and of ionic association equilibrium constants. Relationship of the spectroscopic properties of solvated ions to their thermodynamic properties. Determination of single ion quantities. Relationship of the properties of ion-solvent clusters to solvation.

Usually offered in even years.

Staff

**Chemistry 250c.
Chemical Physics
Seminar**

Required of graduate students in chemical physics, who must audit this course each year.

Offered every year.

Staff

Chemistry Colloquium

Lectures by faculty and invited speakers. Required of all graduate students.
Noncredit.

Courses in Research**Chemistry 401d.
Organic Chemistry**

Chemistry of natural products; steroids, triterpenoids, bisarylpropanoids, benzofurans.

Mr. Stevenson

**Chemistry 403d.
Organic Chemistry**

Chemistry of organometallic complexes of the transition elements. New methods in organic synthesis employing organometallic complexes. Electroactive organometallic polymers.

Mr. Rosenblum

**Chemistry 404d.
Organic Chemistry**

Synthesis of natural products; development of new synthetic reactions; computerization of synthesis design systematics.

Mr. Hendrickson

**Chemistry 405d.
Biochemistry**

Structure and function proteins by X-ray crystallography, site-directed mutagenesis and molecular dynamics simulations. Time-resolved studies of enzyme catalysis by Laue diffraction. The structural basis of the allergic response. Multi-drug resistance and the cystic fibrosis of gene product.

Mr. Petsko

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| Chemistry 407d. Biochemistry | Structure and function of proteins by kinetic and structural methods, coupled with low temperature and time-resolved diffraction methods; structures of native and mutant proteins, complexed and uncomplexed, aimed at modeling of active sites and specific inhibitors. | Chemistry 417d. Organic Chemistry | Organic synthesis of strained rings and theoretically interesting molecules; synthetic methods; application of nuclear magnetic resonance spectroscopy to organic systems; photooxidation; thermal chemistry; pure and applied laser chemistry of organic systems; enclathration and host-guest complexation in tri-o-thymotide. Plant medicinals. |
| | Ms. Ringe | | Mr. Keehn |
| Chemistry 408d. Physical Chemistry | Experimental and theoretical study of chemical species in solution. Spectroscopic investigations of metal solutions in polar solvents. | Chemistry 419d. Inorganic Chemistry | X-ray structure determination; coordination polymers; chemical, physical and crystallographic studies of solid-state reactions; automatic solution of crystal structures using novel computer techniques. |
| | Mr. Tuttle | | Mr. Foxman |
| Chemistry 409d. Inorganic Chemistry | Inorganic biochemistry; vanadium and iron in tunicate blood cells and human tissues; fast reactions; oscillating reactions. | Chemistry 421d. Organic Chemistry | Synthetic methodology and natural product synthesis. Carbon-carbon bond forming reactions of alkenes and their application to natural product synthesis; intramolecular reactions; oxidative free-radical cyclizations; ketene cycloadditions; ene and Prins reactions; synthesis of biologically active natural products. |
| | Mr. Kustin | | Mr. Snider |
| Chemistry 410d. Biophysical Chemistry | Experimental and theoretical studies of long-range order in self-assembling systems and functional mechanisms in biological membranes. | Chemistry 423d. Organic Chemistry | Multimolecular complexes; amino acid residue side-chain interactions in peptides and proteins by NMR; globular protein stability; protein structure by 2D NMR methods. |
| | Ms. Herzfeld | | Mr. Pochapsky |
| Chemistry 411d. Physical Chemistry | Chemistry of excited molecules and radicals; the kinetics and mechanisms of photochemical and thermal reactions. Photophysics and photochemistry of infrared laser-induced reactions. | Chemistry 424d. Inorganic Chemistry | Preparation and characterization of main group compounds containing bonds to CO or pi-bonded olefins and acetylenes. Synthesis and characterization of compounds containing multiple bonds between carbon and main group elements. Heteroatom-allyl complexes of transition metals and main-group elements. Reaction chemistry of organometallic oxo complexes. |
| | Mr. Steel | | Mr. Davis |
| Chemistry 413d. Physical Chemistry | Membrane transport; electrostatic modeling of ion pores; molecular dynamics of ionic motion in biological molecules; theories of ionic solvation. | | |
| | Mr. Jordan | | |
| Chemistry 414d. Physical Chemistry | Kinetic studies of the reactions and properties of ions and solvated ions in the gas phase. | | |
| | Mr. Henchman | | |
| Chemistry 415d. Physical Chemistry | Experimental and theoretical studies of oscillating chemical reactions and dynamic instabilities; theoretical approaches to neurobiology and neural networks; mathematical modeling of biochemical kinetics and polymer aggregation. | | |
| | Mr. Epstein | | |
| Chemistry 416d. Physical Chemistry | High-pressure effects on triplet state molecule; dynamical processes in molecular crystals studied by spin echo under pressure; high-resolution optical spectroscopy under pressure; Davydov splittings; electron-phenon coupling. | | |
| | Mr. Chan | | |

Chemical Physics

Objectives

Ph.D. in Chemistry with Specialization in Chemical Physics

The graduate program in chemical physics is an interdisciplinary specialization designed to meet the needs of students who wish to prepare themselves for the study of scientific problems using the methods and theories of modern physics and physical chemistry. This objective is attained by (1) formal course work in chemistry, physics and, possibly, mathematics; (2) participation in relevant graduate seminars; (3) a program of supervised research involving chemical physics; (4) independent study.

The program is designed to be flexible in providing individual programs of study to satisfy the particular interests and needs of each student. Final programs of study and research will be jointly arrived at by the student, his or her research supervisor and the Chemical Physics Committee. Only candidates for the Ph.D. will be accepted.

Admission

The general requirements for admission to the Graduate School apply to candidates for admission to the graduate program in chemical physics. Applicants should have a strong undergraduate background in chemistry, physics and mathematics.

Degree Requirements

No master's degree is offered with specialization in chemical physics, but students who satisfy the appropriate requirements will be eligible for the M.A. degree in chemistry.

All candidates for the Ph.D. degree in chemistry with specialization in chemical physics must meet the following requirements:

Qualifying Examinations.

Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry, physics and mathematics by the performance in three qualifying examinations: organic or inorganic chemistry and one each in physical chemistry and in physics/mathematics. These examinations are set twice a year, in August and January. The results of these examinations will determine the student's initial program of course work and will be considered by the Chemical Physics Committee in evaluating the student's progress.

Language Requirements.

There is no foreign language requirement for the Ph.D. degree in chemical physics. Each student must demonstrate a working knowledge of Fortran, Basic or C.

Seminar.

Each student in residence is required to attend and to participate in the Chemical Physics Seminar. Participation in other seminars in physics and chemistry is also recommended.

Teaching.

It is expected that all graduate students will do some undergraduate teaching during the course of their studies.

Doctor of Philosophy

Program of Study.

It is expected that some candidates for the Ph.D. degree in chemistry with specialization in chemical physics may require a longer period of time in course work than will students in either of the fields of physics or chemistry. In general, the program for the Ph.D. in chemistry with specialization in chemical physics will include eight term graduate courses: four in physical chemistry, one in either organic or inorganic chemistry and three in physics. No specific course work in mathematics is required, but students are expected to be familiar with the techniques necessary for the proper pursuit of their research. In addition, each student is expected to demonstrate a knowledge of elementary computer programming.

Students may satisfy their program's course requirements in part or in entirety by passing (or giving evidence of ability to pass) the final examination in the appropriate number of such courses. Courses in areas related to chemistry and physics may also be considered by the Chemical Physics Committee in partial fulfillment of the requirements.

Admission to Candidacy.

Students are recommended for admission to candidacy for the doctoral degree upon certification by their thesis advisor and the Chemical Physics Committee that they have satisfied the qualifying and language examination requirements and have made satisfactory progress in the program of study, research and the final Ph.D. examination.

Final Examinations.

Final examinations in chemical physics are generally taken during the third term of graduate work. The student is assigned a set of three propositions; the student takes a written examination on one proposition and is examined orally on the remaining two.

Residence Requirements.

The minimum residence requirement for the Ph.D. degree is two years.

Dissertation and Defense.

A dissertation is required that describes the results of an original investigation and that demonstrates the competence of the candidate in independent investigation, critical ability and effectiveness of expression. An oral defense of the dissertation will be held.

Cognitive Science

See Psychology

Comparative History

Objectives

The graduate program in comparative European history leads to the degree of Doctor of Philosophy. It trains students to approach the past from a comparative perspective. This method represents the most fruitful way to interpret the past, and the program fosters it in two ways. First, students will develop expertise in two broad fields of history —either medieval and early modern or early modern and modern. Second, they will study their fields from a thematic approach that transcends national boundaries and moves away from conventional periodization. The comparative history program gives students a broad understanding of the development of Europe and fosters the ability to make cross-cultural comparisons. The thematic approach is central to the process. The Brandeis history faculty is exceptionally diverse in its interests and offers the student a variety of approaches to the past: the study of political structure, economics, the family, social organization, psychohistory, culture and thought. Each student will read widely on two of these subjects and in the process learn what developments were unique and which ones were comparable over time and space. Finally, students will take a non-European field drawn from the Americas, the Middle East or the Far East. The program is designed to prepare students for the competitive academic environment of the next decade. It trains them in methods of historical research and equips them to teach a broad range of subjects. On a deeper level, comparative history fosters intellectual flexibility and interdisciplinary skills that can be creatively employed both inside and outside academia.

A small, select student body will work in close cooperation with the faculty. Most instruction will take place in seminars specifically designed for graduate students or in individual conferences with faculty advisors. From the beginning, the curriculum will help students prepare for their qualifying examinations and guide them toward eventual dissertation research.

During the first year, students must prepare a major research paper on a topic chosen in consultation with a principal advisor. The paper may be comparative in research (involving two or more symmetrical case studies), or it may focus upon a single case (with that research informed by a reading of secondary literature on similar cases). The paper constitutes the major intellectual enterprise of the first year, and students devote one-quarter of their time to it in the first year. The student will also enroll in two introductory graduate colloquia, which cover the early modern and modern periods. During both of their first two years of residence, students must also enroll in the comparative history seminar, which treats significant problems in comparative perspective and introduces students to the methods and issues in comparative history. Students must also enroll in the historiography colloquium (offered alternate years). Finally, before they may take the qualifying examination all students must complete a tutorial or other work focusing on a part of the world geographically or chronologically removed from their principal area of specialization with a view to gaining a comparative perspective on their major research interest.

Students are expected to have a general mastery of two broad fields of history, either medieval and early modern or early modern and modern. Specifically, they must demonstrate a mastery of two thematic fields within their general fields. These thematic fields will normally be chosen from such approaches as cultural, diplomatic, economic, family, intellectual, ethnic, political and social history. With the approval of the faculty, a student may substitute a methodological field, such as psychohistory, anthropological history or quantitative history for half of one conventional theme. Students may also petition to substitute the medieval period for a portion of the early modern period.

Students should normally plan to complete all work for the doctorate, including the dissertation, within four to five years after entering the program; prolongation of study past the sixth year is discouraged.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this program. Students with a sound preparation in history and who have demonstrated unusual imagination and critical insight will receive special consideration. Undergraduate majors in the other social sciences or in allied fields such as comparative literature may, however, apply. Applicants should submit a sample of written work,

preferably in European history. Only doctoral candidates will be accepted into the regular program. Unusually well-qualified students with distinguished records who wish to obtain a master's degree in modern history before going on to further training in such fields as law, business, diplomacy, social work, journalism or medicine, or who have already earned degrees in these fields, may also be admitted.

Faculty

Professor
Eugene C. Black,
Chair:
Modern history.
Political and social
institutions.

Professor
Rudolph Binion:
Modern history.
Culture and thought.
Psychohistory.

Professor
Samuel K. Cohn, Jr.:
Renaissance and early
modern history.

Professor
David H. Fischer:
Modern history. Social
institutions.

Professor
Gregory Freeze:
Russia and Germany.
Social history.

Professor
Morton Keller:
Legal and political
institutions.

Professor
Stephen A. Schuker:
Modern diplomatic,
economic, political
and business history.

Professor
**Bernard
Wasserstein:**
Modern European,
Jewish and Middle
Eastern history.

Associate Professor
Christine Heyrman:
Community, religion
and economic colonial
America.

Associate Professor
William E. Kapelle:
Medieval history.

Associate Professor
Alice Kelikian:
Modern history. Social
institutional history.

Associate Professor
James Kloppenburg:
Intellectual and
cultural history.

Degree Requirements

Master of Arts

An M.A. degree in history will be awarded to those students who have satisfactorily completed one year of residence as full time students, completed all their courses and the research paper, fulfilled the first year language requirement and passed a special examination at the master's level. Students who have completed the Ph.D. qualifying examinations and the stated requirements for the master's degree automatically qualify for conferral of the master's degree.

Language Requirement.

sixth term, students will make an oral presentation setting their proposed dissertation topic in comparative perspective; this is called the "category examination." The student will, when feasible, spend the third or fourth year in the program abroad pursuing research for the dissertation. Arrangements can be made for conferences with foreign scholars who can advise on the subject of research.

The use of foreign languages is an essential tool for the comparative historian. Each student will be expected to pass, upon admission, one language examination testing the ability to read historical prose with a dictionary. The second language examination must be passed before the end of the student's second year of study. All students must show competence in French and German. Medieval students must also offer Latin. Students may in some instances petition to substitute a language appropriate to their research interests for either French or German.

Doctor of Philosophy

Program of Study.

During the first year in the program, students will complete a major research paper and the two colloquia in European history. Within the first two years, they must also take a historiography course and two seminars in comparative history, besides fulfilling the geographical outside-field requirement.

Qualifying Examination.

Normally the student will take the qualifying examination at the end of the fourth term but no later than the fifth term. Any student who has failed to complete the qualifying examination by the sixth term will be dropped from the program.

Admission to Candidacy.

A student may be admitted to candidacy for the Ph.D. degree when he or she has completed the course and residence requirements, demonstrated proficiency in the required foreign languages, passed the qualifying examination and gained approval of his or her dissertation topic by the faculty of the program.

Category.

The student will normally define a dissertation topic in the term preceding the qualifying examination but in no case later than the end of the fifth term in the program. During the

Dissertation Defense.

When the student's dissertation committee accepts the completed dissertation, the candidate must defend it at a final oral examination.

Courses of Instruction

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| Seminars | | | Comparative History 321-337a and b. | 321a and b. Mr. Binion | 332a and b. Mr. Wasserstein |
| History 190a. Historiography | A critical analysis of classical historiography. | | Readings | 322a and b. Mr. Black | 333a and b. Mr. Cohn |
| | Usually offered in odd years. | | | 324a and b. Mr. Fischer | 334a and b. Mr. Kapelle |
| | Mr. Fischer | | | 325a and b. Mr. Freeze | 335a and b. Ms. Kelikian |
| Comparative History 197b. Seminar in Comparative History: Peasants and Rural Society in Europe | Comparative examination of peasants and agricultural communities in Europe from the 18th through the 20th centuries. | | | 326a and b. Mr. Keller | 336a and b. Mr. Kloppenberg |
| | Usually offered every year. | | | 327a and b. Mr. Schrecker | 337a and b. Mr. Kaplan |
| | Ms. Kelikian | | | 330a and b. Mr. Schuker | |
| History 199a. Colloquium in Early Modern European History | An introduction to the major issues and methods in the social history of Europe during the early modern and modern periods. | | Offered every year. | | |
| | Usually offered every year. | | | | |
| | Mr. Cohn | | | | |
| Comparative History 199b. Colloquium in European Comparative History Since the Eighteenth Century | Comparative examination of major historical issues in Europe from the 18th through the 20th centuries. | | Comparative History 401-416d. Dissertation Research | 401d. Mr. Binion | 412d. Mr. Wasserstein |
| | Usually offered in even years. | | | 402d. Mr. Black | 413d. Mr. Cohn |
| | Mr. Schuker | | | 404d. Mr. Fischer | 414d. Mr. Kapelle |
| Comparative History 301-317a and b. Research Papers | 301a and b. Mr. Binion | 312a and b. Mr. Wasserstein | | 405d. Mr. Freeze | 415d. Ms. Kelikian |
| | 302a and b. Mr. Black | 313a and b. Mr. Cohn | | 406d. Mr. Keller | 416d. Mr. Kloppenberg |
| | 304a and b. Mr. Fischer | 314a and b. Mr. Kapelle | | 410d. Mr. Schuker | |
| | 305a and b. Mr. Freeze | 315a and b. Ms. Kelikian | Comparative History 500. Registration in Time | | |
| | 306a and b. Mr. Keller | 316a and b. Mr. Kloppenberg | In addition the following courses may be taken. | | |
| | 310a and b. Mr. Schuker | 317a and b. Mr. Kaplan | History 110a. The Civilization of the Early Middle Ages | Usually offered every year. | |
| Offered every year. | | | History 110b. The Civilization of the High and Late Middle Ages | Usually offered every third year. | |
| | | | History 112b. The Crusades and the Expansion of Medieval Europe | Usually offered in odd years. | |
| | | | History 113a. English Medieval History | Mr. Kapelle | |
| | | | History 123a. The Renaissance | Usually offered every fourth year. | |
| | | | | Mr. Cohn | |
| | | | History 123b. Reformation Europe | Usually offered every third year. | |
| | | | | Mr. Kaplan | |

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| History 124a. The Revolution of the Saints | Usually offered every third year. Mr. Kaplan | History 138a. Economy and Society in Europe, 1750-1900 | Usually offered in even years. Ms. Kelikian |
| History 124b. Social and Cultural Transformations: The Origins of Capitalism | Usually offered in even years. Mr. Cohn | History 138b. Industrialization and Social Change, 1900 to the Present | Usually offered every year. Ms. Kelikian |
| History 125a. Europe in the Age of Crisis, 1550-1700 | Usually offered in odd years. Mr. Kaplan | History 139a. Women, Work and Family | Usually offered every year. Ms. Kelikian |
| History 127b. Early Modern France | Usually offered in odd years. Staff | History 139b. Fascism East and West | Usually offered every third year. Ms. Kelikian |
| History 128b. Early Modern Culture: Society | Usually offered in even years. Staff | History 141b. Studies in British History: 1830 to the Present | Usually offered in odd years. Mr. Black |
| History 130a. The French Revolution | Usually offered in even years. Mr. Black | History 142b. Twentieth-Century Europe | Usually offered every third year. Mr. Wasserstein |
| History 131a. The Scientific Revolution | Usually offered in even years. Staff | History 144b. Right and Left in Europe from 1900 | Usually offered every fourth year. Mr. Wasserstein |
| History 132a. European Thought and Culture: Marlowe to Mill | Usually offered in even years. Mr. Binion | History 145b. The Third French Republic | Usually offered every third year. Mr. Binion |
| History 132b. European Thought and Culture Since Darwin | Usually offered every year. Mr. Binion | History 146b. Hitler, Germany and Europe | Usually offered every third year. Mr. Binion |
| History 133a. The Enlightenment | Usually offered alternate years. Staff | History 147a. Rise of Imperial Russia | Usually offered in odd years. Mr. Freeze |
| History 134a. Nineteenth-Century Europe: From Revolution to National Unification 1789-1870 | Usually offered alternate years. Mr. Black | History 147b. Russia Since 1861 | Usually offered in odd years. Mr. Freeze |
| History 134b. Nineteenth-Century Europe: Nationalism, Imperialism, Socialism (1870-1914) | Usually offered in even years. Mr. Black | History 148b. Topics in Imperial Russia | Usually offered every fourth year. Mr. Freeze |
| History 137a. Evolution of the International System, 1815-1945 | Usually offered in odd years. Mr. Schuker | History 149a. Topics in Soviet History | Usually offered in odd years. Mr. Freeze |
| | | History 175a. History of Mexico, 1400 to the Present | Usually offered in odd years. Staff |

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| 50 | Comparative History | | |
| History 184a. Arabs and Jews in Palestine, 1856-1948 | Usually offered every third year. Mr. Wasserstein | History 191b. Psychohistory | Usually offered in odd years. Mr. Binion |
| History 186a. The Second World War | Usually offered every third year. Mr. Wasserstein | History 194b. Politics and Diplomacy in Europe, 1914-1945 | Usually offered in odd years. Mr. Schuker |

Comparative Literature

See Joint Program of Literary Studies

Computer Science

Objectives

The graduate program in computer science is concerned with the fundamental concepts arising in the development and use of computing systems, including the study of computational complexity and information theory, the design and analysis of serial and parallel algorithms, the design of programming languages and systems and fundamental issues of artificial intelligence.

The contribution of and interaction with other scientific disciplines provides a foundation for the understanding of these central issues in computer science. Complexity theory, information theory and algorithm design are understood using the techniques of applied combinatorics, asymptotics and recursion theory. Programming language design is motivated by linguistics, the philosophy of language and mathematical logic. Artificial intelligence draws on many sources, including psychology and philosophy, linguistics, logic and biology. The rich academic environment provided by Brandeis University's excellent departments in mathematics, biology, physics and cognitive science help to provide a stimulating atmosphere conducive to graduate study and research.

Admission

A normal program of study in computer science at Brandeis starts with two years of basic graduate course work. At the completion of this course work and a research project, students are eligible for a master's degree. During this initial two year period, candidates for the degree of Doctor of Philosophy complete the qualifying examination and select a thesis topic and advisor. Dissertation research typically requires two to three additional years.

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply here. Applicants for admission to the computer science department must submit three letters of recommendation and are also required to take the Graduate Record Examination, including the advanced test in computer science. Funds from research grants and fellowships are available to provide financial support for well-qualified students.

Faculty

Professor
Jacques Cohen,
Chair;
Compiler design.
Analysis of parallel
algorithms.
Logic programming.
Data structures.

Professor
Ira M. Gessel:
Combinatorics.
Number theory.

Professor
David L. Waltz:
Artificial intelligence.
Natural language
processing.
Vision.
Parallel computational
models.

Adjunct Associate
Professor
Edward Balkovich:
Distributed
computing.

Associate Professor
Max Chretien:
Computer graphics.
Computer science and
education.

Associate Professor
James A. Storer:
Parallel computation.
Robotics.
Data compression.
Image and speech
processing.

Assistant Professor
Richard Alterman:
Artificial intelligence.
Natural language
processing, memory-
based reasoning and
common sense
planning.

Assistant Professor
Timothy J. Hickey:
Complexity. Analysis.
Logic programming
and parallel
processing.
Symbolic
manipulation.

Assistant Professor
Harry G. Mairson:
Theory.
Analysis of algorithms.
Lower bounds.

Assistant Professor
James Pustejovsky:
Artificial intelligence.
Computational
linguistics.
Machine learning.

Instructor
Zhijing G. Mou:
Parallelism.
Programming
languages.
Algorithms.

Lecturer with Rank of
Assistant Professor
Alex T. Prengel:
Computer science
education.

Lecturer
Martin Cohn:
Information theory.
Codes.
Sequences.
Data compression.

Degree Requirements

Program of Study.

Satisfactory completion of an approved sequence of eight graduate computer science courses, where at least two courses are taken from each of the three areas of *artificial intelligence*, *languages/systems*, and *algorithms/theory of computation*. Formal course sequence approval is required by obtaining the signature of the student's current advisor or the director of graduate studies. Exceptions may be granted on an individual basis to allow for courses taken at the undergraduate level, in other departments or at another university. The course requirements must be completed within the first two years of study, typically three courses in the first two terms and one course in each of the next two terms. Exceptions for part-time study may be granted on an individual basis.

Master of Arts

Research Advisor.

Upon entering the program, each student will be assigned a tentative advisor. By the end of the first year, the student must obtain the consent of a computer science faculty member to serve as his/her permanent research advisor. A written report showing advanced knowledge of a research area and some original work is required. Normally, the student will have found a permanent advisor by the middle of the second term of study and will begin work on the report during the summer following the first year.

Residence Requirement.

The minimum residence requirement is two years at full-time or the equivalent in part-time study.

Language Requirement.

There is no foreign language requirement for the master's degree.

Doctor of Philosophy

Research and Dissertation Advisor.

Upon entering the program, students are assigned a tentative advisor. By the end of the first year the student must obtain the consent of a computer science faculty member to serve as his/her advisor and dissertation committee chairperson. The advisor then submits for departmental approval the names of at least two additional faculty members to serve on the committee.

General Examination.

During the first summer and throughout the second year, the student is expected to engage in independent study with his/her advisor. The general examination consists of a presentation to the computer science faculty of a current research area (including a literature review and a discussion of research problems) followed by a question and answer session that addresses both the material presented and the student's general knowledge of material covered in his/her course work. The general examination must be completed within one year of the general examination.

Research Proposal.

The research proposal consists of a written proposal together with an oral presentation to the computer science faculty that outlines the student's doctoral research and contains a thorough literature review as well as preliminary original work. The research proposal typically addresses a topic in the area of the presentation made at the general examination. The research proposal must be completed within one year of the general examination.

Admission to Candidacy.

To be admitted to candidacy for the Ph.D. degree, the student must satisfactorily complete an approved schedule of courses, demonstrate superior performance in the general examination and have his/her research proposal approved by the department.

Language Requirement.

There is no foreign language requirement for the doctoral degree.

Dissertation and Final Oral Examination.

After completion and tentative approval of the dissertation by the student's dissertation committee, the dissertation will be available for inspection for one month in the department office. A public defense is then scheduled. The doctoral degree will be awarded only after the successful defense of the dissertation.

Courses of Instruction

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|---|--|--|--|--------------------------------|
| Computer Science 110a. Artificial Intelligence | <p>This course will address artificial intelligence principles and state-of-the-art. Topics included are knowledge representation, knowledge-based systems, reasoning, learning, natural language understanding, machine vision and massively parallel models of cognitions. Selected relevant results from psychology and linguistics will also be considered.</p> <p>Usually offered every year.</p> <p>Mr. Alterman</p> | Computer Science 170a. Information Theory and Cryptology | <p>This course will examine the theory of representing information compactly and securely. The Shannon theory shows the duality between reliability and security. One-way ciphers and public-key systems currently under scrutiny rely on the computational complexity of algorithms. These new approaches will be examined as well as traditional secrecy systems both from the standpoint of the designer and the cryptanalyst.</p> <p>Usually offered every year.</p> <p>Mr. Cohn</p> | |
| Computer Science 120a. Computer Architecture | <p>The design and analysis of data communication networks are the major emphases of the course. Topics will include protocols, switching, topology and measurement. Examples will be drawn from existing network architecture.</p> <p>Usually offered every year.</p> <p>Mr. Kirsch</p> | Computer Science 170b. Information Theory and Cryptology | <p>See COSCI 170a for description.</p> <p>Usually offered every year.</p> <p>Mr. Cohn</p> | |
| Computer Science 140a. Logic Programming | <p>Relationship of Prolog to predicate calculus, horn clauses, unification algorithms, intelligent backtracking, infinite trees, inequalities, implementation issues, concurrent Prolog.</p> <p>Usually offered every year.</p> <p>Mr. Hickey</p> | Computer Science 180a. Algorithms | <p>Basic concepts in the theory of algorithm design and analysis, including: advanced data structures and algorithms, NP and PSPACE parallel algorithms, and specialized topics selected by the instructor.</p> <p>Usually offered every year.</p> <p>Mr. Mairson</p> | |
| Computer Science 150a. Compiler Design | <p>Covers advanced topics in parser and lexical scanner generation, data flow analysis, codegeneration and parallel compilation.</p> <p>Usually offered every year.</p> <p>Mr. Hickey</p> | Computer Science 190a. Theory of Computation | <p>A graduate introduction to the theory of computation. Topics covered include formal and automata, undecidability and complexity classes, relativized problems, recursion theory, automatic theorem proving and inductive inference.</p> <p>Usually offered every year.</p> <p>Mr. Mairson</p> | |
| Computer Science 160a. Parallel and Distributing Computing | <p>An introduction to distributing computing. Basic problems will be described through topics such as mutual exclusion, dining philosophers and cooperation. A list of relevant applications to be discussed include centralized solutions vs. distributed solutions; communication by messages, shared memory models (read-write variables vs. read-only variables and test vs. test-and-set), and message passing systems (types of lines of communication). Parallelism in Simula, PL/I, Algo 168 (semaphores) Monitors, CS, Ada, Scheme are the accompanying language issues handled. In addition, semantic issues such as denotational semantics for parallelism and Synchronous models (e.g., PRAMs and Ultracomputers) will be covered.</p> <p>Usually offered in odd years.</p> <p>Mr. Mou</p> | Computer Science 200-209a and b. Readings | 200a and b. Mr. Cohen | 205a and b. Mr. Hickey |
| | | | 201a and b. Mr. Waltz | 206a and b. Mr. Mairson |
| | | | 202a and b. Mr. Gessel | 207a and b. Mr. Mou |
| | | | 203a and b. Mr. Storer | 208a and b. Mr. Pustejovsky |
| | | | 204a and b. Mr. Alterman | 209a and b. Mr. Cohn |
| | | Computer Science 215a. Advanced Topics in Artificial Intelligence | <p>Topics will vary from year to year. The course may be repeated with the approval of the instructor.</p> <p>Usually offered every year.</p> <p>Mr. Pustejovsky</p> | |

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| 54 | Computer Science | | |
| Computer Science 215b. Advanced Topics in Artificial Intelligence | See COSCI 215a for description. Usually offered every year. Mr. Alterman | Computer Science 300a,b. Master's Project | Offered every year. Staff |
| Computer Science 230a. Computational Aspects of VLSI | The course is primarily concerned with the theoretical issues involved with the design and layout of VLSI circuits; however, many practical issues will be addressed along the way. In particular, students will be required to design a small nMOS chip. Topics covered include: circuit layout, resource trade-offs and limits to computations, parallel computation, computation networks, systolic arrays, VLSI design tools, "silicon compilation," and concepts motivated by future technology (e.g., 3D circuits, wafer-scale integration, optical circuits, etc.). Usually offered in even years. Mr. Storer | Computer Science 310d. Seminar in Artificial Intelligence | Usually offered in even years. Staff |
| Computer Science 240a. Semantics of Programming Languages | Mathematical description of basic concepts of programming languages. Modeling using the lambda-calculus. Derivation of compilers from formal descriptions of languages. Usually offered in even years. Mr. Storer | Computer Science 340a. Seminar in Programming Languages | Usually offered in even years. Staff |
| Computer Science 285a. Advanced Topics in Algorithms and Computational Complexity | Content of course will vary from year to year. Usually offered in even years. Staff | Computer Science 390d. Seminar in Theory of Computation | Usually offered in even years. Staff |
| | | Computer Science 400-409d. Dissertation Research | 400d. Mr. Cohen 401d. Mr. Waltz 403d. Mr. Gessel 404d. Mr. Storer 405d. Mr. Alterman 406d. Mr. Hickey 407d. Mr. Mairson 408d. Mr. Mou 409d. Mr. Pustejovsky |

Cross-Registration at Boston College, Boston University and Tufts University

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| A full-time graduate student at Brandeis University may enroll in one graduate course each term at Boston College, Boston University or Tufts University. Brochures suggesting courses for cross-registration at each of the host institutions are available at the graduate school office of each institution. | A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a registration permit from the Graduate School Registrar and should present this permit to the Graduate School Registrar of the host institution. |
| A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally required for admission to the course, including adherence to the academic calendar of that course. | |

Economics

See International Economics and Finance

English and American Literature

Objectives

The graduate program in English and American literature is designed to offer training in the interpretation and evaluation of literary texts with some attention to related scholarly disciplines.

Admission

Candidates for admission should have a bachelor's degree, preferably with a major in English and American literature, and a reading knowledge of French, Italian, German, Greek or Latin. They are required to submit a sample of their critical writing not to exceed 35 pages; the 35-page maximum may consist of a single critical essay or two shorter essays of approximately equal length. Students are also required to submit scores on the Graduate Record Examination Verbal Aptitude test. The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

Faculty

Professor
Eugene Goodheart,
Chair:
Nineteenth- and
twentieth-century
literature and thought.
Literary theory.

Professor
Michael T. Gilmore:
Puritanism.
Literature of the
American Revolution.
American
Renaissance.

Professor
Allen Grossman:
Poetry and poetic
structures.
Seventeenth-century
literature.
Modern and
contemporary
literature.

Professor
Susan Staves:
Restoration and
eighteenth century.

Professor
Peter Swiggart:
American literature.
Critical theory.

Visiting Professor
Aharon Appelfeld:
Bible as literature.

Visiting Fannie Hurst
Professor
Olga Broumas:
Poetry.

Associate Professor
John Burt:
American literature.
Romanticism.
Composition.
Philosophy of
education.

Associate Professor
Anne Janowitz:
Romantic and modern
poetry.
Film.
Cultural studies.

Associate Professor
Karen W. Klein:
Medieval literature.
Women's studies.

Associate Professor
Alan Levitan,
Director of Graduate
Studies:
Shakespeare.
Renaissance poetry
and drama.
Music and poetry.
Classical oriental
drama.

Associate Professor
Richard J. Onorato:
Modern literature.
Film.

Associate Professor
Gary Taylor:
Renaissance literature.

Visiting Fannie Hurst
Associate Professor
Jayne Anne Phillips:
Fiction.

Assistant Professor
Mary Campbell:
Medieval literature.
Poetry.
Renaissance literature.

Assistant Professor
William Flesch:
Renaissance.
Romanticism.
Theory.

Assistant Professor
Phillip Harper:
Twentieth-century
literature.
Afro-American
literature.
Contemporary
cultural studies.

Assistant Professor
Paul Morrison:
Renaissance,
Romantic and modern
poetry.
Literary theory.

Lecturer with rank of
Associate Professor
Robyn Warhol:
Victorian literature.
Women's studies.

Lecturer
Frederick Wegener:
Nineteenth-century
literature.

Poet-in-Residence
Frank Bidart:
Poetry.

Writer-in-Residence
Geoffrey Wolff:
Fiction.

Degree Requirements

Following are the degree requirements for the Department of English and American Literature. Students should also consult the General Degree Requirements and Academic Regulations found in an earlier section of this catalog.

Master of Arts

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| Program of Study. | First-year students are normally expected to take 100-level courses and graduate seminars in the English department, not independent study courses. Each student will take English 200a; in addition, a normal program will consist of five courses, at least three of which will be 200-level seminars. Students must also register for English 295b (Major Text Examination). |
| Residence Requirement. | The minimum residence requirement is one year, though students with in adequate preparation may require more. |
| Language Requirement. | A reading knowledge of a major foreign language (normally modern European or classical Greek or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement. |
| Qualifying Examination. | An examination, oral and written, will be given by committees of faculty members at the beginning of the spring term on one of several major texts; the texts to be announced at the end of the fall term. This examination will test a student's ability to read and understand a major literary work or a group of short works by the same author. Admission to the Ph.D. program, in addition to qualification for the M.A. degree, will depend upon the results of this examination and upon the student's performance in courses. |

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| Other Requirements. | |
| Language Requirement. | In addition to the language requirement that has been met for admission to the Ph.D. program, the student must (1) demonstrate a reading knowledge of a second major foreign language; or (2) demonstrate an advanced competence in the first foreign language and a knowledge of its literature; or (3) take a graduate course, ordinarily a seminar, in a field closely related to research on the dissertation. Approval of the graduate committee must be sought before such a course is taken; the student must demonstrate the relevance of the proposed course to the dissertation. |

Doctor of Philosophy

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| Admission to the Ph.D. Program. | (1) Students who complete, with distinction, the M.A. requirements at Brandeis University are admitted to the Ph.D. program by the department upon recommendation of the Committee on Graduate Studies. (2) Students who enter with a master's degree or a full year of graduate work in English from another university are required to fulfill the qualifying examination requirement described above under the Master of Arts Program. Provided this requirement is fulfilled, such students may, at the department's discretion, be admitted to the Ph.D. program after successful completion of a year at Brandeis and upon recommendation by the Committee on Graduate Studies. At the time of admission, up to a year's residence and course credit for work completed elsewhere may be granted. |
| Training in Teaching. | Provided openings exist, students in their second, third and fourth year in the program can expect to be awarded at least one teaching assistantship each year, if their academic work is of high caliber. |
| Admission to Candidacy. | A student will be considered by the department for admission to candidacy for the Ph.D. degree after completing the program of study and satisfying all departmental requirements prior to the writing and defense of a dissertation. A student admitted to candidacy must have submitted a formal dissertation proposal, subject to approval by the student's dissertation director and by an additional member of the departmental faculty. |
| Dissertation and Defense. | Each student will submit a dissertation in a form approved by his or her dissertation director and by a committee appointed by the Director of Graduate Studies. The student will defend the dissertation at a final oral examination. The dissertation may be a monograph, a series of closely related essays, a bibliographical project or a textual project. |

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| Program of Study. | Second-year students continue to take courses, usually two each term. Students have an obligation to review their preparation in the field with their advisors and to ensure that they are acquiring both a comprehensive knowledge of the various historical periods and genres of English and American literature and a deeper knowledge of the particular period or field they propose to offer as a specialty. With the exception of ENG 200, no specific courses are required of all Brandeis Ph.D. candidates; each student's program will be designed in light of the strengths and weaknesses of his or her previous preparation and in accord with his or her own interests. A student who comes to Brandeis with a B.A. is required to take 12 courses for the Ph.D.; a student who comes with an M.A. is normally required to take eight courses at Brandeis. |
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| Dissertation Field Examination. | All candidates for the Ph.D. will be asked to pass an oral examination in the historical period or genre in which the candidate expects to write a dissertation. This examination is taken in the third year. The examination may be taken as many times as necessary without prejudice to a student's standing in the Ph.D. program. |
| Residence Requirement. | The minimum residence requirement is one year beyond the master's degree or two years beyond the bachelor's. |

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| Other Requirements. | |
| Language Requirement. | In addition to the language requirement that has been met for admission to the Ph.D. program, the student must (1) demonstrate a reading knowledge of a second major foreign language; or (2) demonstrate an advanced competence in the first foreign language and a knowledge of its literature; or (3) take a graduate course, ordinarily a seminar, in a field closely related to research on the dissertation. Approval of the graduate committee must be sought before such a course is taken; the student must demonstrate the relevance of the proposed course to the dissertation. |

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| Training in Teaching. | Provided openings exist, students in their second, third and fourth year in the program can expect to be awarded at least one teaching assistantship each year, if their academic work is of high caliber. |
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| Admission to Candidacy. | A student will be considered by the department for admission to candidacy for the Ph.D. degree after completing the program of study and satisfying all departmental requirements prior to the writing and defense of a dissertation. A student admitted to candidacy must have submitted a formal dissertation proposal, subject to approval by the student's dissertation director and by an additional member of the departmental faculty. |
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| Dissertation and Defense. | Each student will submit a dissertation in a form approved by his or her dissertation director and by a committee appointed by the Director of Graduate Studies. The student will defend the dissertation at a final oral examination. The dissertation may be a monograph, a series of closely related essays, a bibliographical project or a textual project. |
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Courses of Instruction

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| English 100b. Poetry: A Basic Course | <p>This course is designed as a “first” course for all persons interested in the subject. It is intended to be basic without being elementary. The student who takes this course may expect to become a better reader of poems no matter what his/her previous experience of poetry has been. The subject matter will consist of poems of short and middle length in English from the earliest period to the present.</p> <p>This course will also be offered as a seminar for graduate students.</p> <p>Usually offered in odd years.</p> <p>Mr. Grossman</p> | English 110b. Film Narrative II: Contemporary Film | <p><i>Signature of instructor required.</i></p> <p>The course requires competence in basic matters of film technique and assumes adequate knowledge of earlier film. The films for study will be drawn from the contemporary period — from the late 1950s to the present. In analyzing and discussing contemporary film, special attention will be given to those that assume a film-literate and generally knowledgeable audience and to the cultural and political significance of the narrative mode and of the film medium.</p> <p>Usually offered in even years.</p> <p>Mr. Onorato</p> |
| English 106a. Early American Bestsellers | <p>A study of some of the most popular American books written before the Civil War. Among other topics, we will explore the changing preferences of the reading public; the relation between popular and “elite” taste; and the cultural function of the bestseller. Works considered will include Benjamin Franklin’s <i>Autobiography</i>; Susanna Rowson’s <i>Charlotte Temple</i>; Hannah Foster’s <i>The Coquette</i>; Washington Irving’s <i>The Sketch-Book</i>; James Fenimore Cooper’s <i>The Spy</i>; and Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>.</p> <p>Usually offered in odd years.</p> <p>Mr. Gilmore</p> | Comparative Literature 107b. European Modernism and Its Inheritance | <p>A study of the principal forms and styles of the European avant-garde in the first half of this century, understood as a series of efforts to reflect and explore the implications of an emerging and radically new model of human consciousness. Painters viewed will include Picasso, Duchamp and Ernst; readings from Joyce, Rimbaud, Rilke, Apollinaire, Landolfi, Stein, Montale and William Carlos Williams.</p> <p>Usually offered in odd years.</p> <p>Mr. Engelberg</p> |
| English 110a. Film Narrative I: Film Classics | <p><i>Signature of instructor required.</i></p> <p>The primary object of this course is film literacy, not film history — an understanding and critical appreciation of film as a major modern form of narrative. To that end, film will be studied in all its technical complexity as a wholly modern kind of text. A survey approach, however, will be adopted, beginning with early landmark films in which different aspects of film technique were being developed and following chronologically with some of the classics of the first half century of narrative film through the 1950s. It is a course for those who enjoy film and are prepared for the serious undertaking of studying it.</p> <p>Usually offered in even years.</p> <p>Mr. Onorato</p> | English 115b. Women, Realism and Melodrama | <p>This course focuses on two frequently opposed traditions in 19th-century British literature — realism and melodrama — and at the tensions between them embodied in novels, plays and paintings of the period. We will also be looking closely at the linked figures of the actress and the heroine as they come to represent the two traditions. Texts for the course will include theatrical novels like George Eliot’s <i>Daniel Deronda</i>, M.E. Braddon’s <i>Lady Audley’s Secret</i> and Charlotte Bronte’s <i>Villette</i> as well as melodramatic adaptations of these and other novels.</p> <p>Usually offered every third year.</p> <p>Staff</p> |
| | | English 116b. Eighteenth- and Nineteenth-Century Afro-American Literature | <p>This course will address the history of Afro-American literature from its mid-18th-century beginnings through the post-Civil War Reconstruction of the late 19th century. We will examine transcriptions of oral folk productions, slave narratives, autobiography, essays, poetry and prose fiction in order to trace the rapid development of Afro-American literary culture from a primarily oral tradition.</p> <p>Usually offered in odd years.</p> <p>Mr. Harper</p> |
| | | JCS 117b. Modern Jewish American Writers | <p>See JCS 117b for description.</p> <p>Usually offered in odd years.</p> <p>Ms. Fishman</p> |

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| English 120a. Prose Fiction and Film Fiction | <p><i>Signature of instructor required.</i></p> <p>In this course, the narrative techniques of prose fiction and the conventions of drama will be briefly reviewed to see how they gave rise to and continuously inform the fiction film. To see how point of view, characterization, narrative continuity and other elements of cinematic style are created through film technique, several kinds of films will be close viewed and studied and a useful text on the basic elements of film technique will be required reading.</p> <p>Films will be seen in one viewing before class and then discussed critically and analytically during a second viewing in class.</p> <p>Usually offered in odd years.</p> <p>Mr. Onorato</p> | English 125a. Romanticism I: Blake, Wordsworth and Coleridge | <p>We will read the major poetry and some prose by the first generation of English Romantic poets. Our purpose is both to define the common ground of the Romantics, poetic, philosophical and political goals, and to determine the singularity of each writer's achievement. Topics we will address include: Romantic genres, the relationship between the "visual" and the "visionary," Romantic Orientalism and Medievalism, and the impact of the French Revolution. (In alternate years, ENG 135 will include the poets listed above and Byron, Shelley and Keats.)</p> <p>Usually offered in even years.</p> <p>Ms. Janowitz</p> |
| English 120b. Meta Shakespeare | <p>The cultural and ideological transformations of Shakespearean material from the late 17th century to the present.</p> <p>Usually offered every fourth year.</p> <p>Mr. Levitan</p> | English 125b. Romanticism II: Byron, Shelley and Keats | <p>Often considered the "younger generation" of Romantic poets, Byron, Shelley and Keats both continue and react against the poetic, political and philosophical preoccupations and positions of their immediate elders. We will read the major poetry and some prose by Byron, Shelley and Keats, as well as Mary Shelley's <i>Frankenstein</i>. Topics will include: The Byronic Hero, Shelley and the ideology of Free Love, the impact of the figure of Napoleon, Keats' Romantic Medievalism.</p> <p>Usually offered in even years.</p> <p>Ms. Janowitz</p> |
| English 121b. Contemporary Literary Theory | <p>A broad consideration of recent issues and trends in literary theory, primarily formalist, structuralist, psychoanalytic, poststructuralist, feminist and Marxist. Our approach will be comparative; we will focus on the relation between and among influential attempts to specify the nature and politics of textuality. Recommended preparation: a course in the history of criticism.</p> <p>Usually offered in odd years.</p> <p>Mr. Morrison</p> | English 126a. American Realism and Naturalism 1865-1900 | <p>The principal concern of this course will be how some of the central American Realists and Naturalists set about representing and analyzing American social and political life. Topics of discussion will include: the changing status of individuals, classes and genders; the relations between the individual and the natural and social determinants of personal destiny; ideas concerning the nature and texture of personal experience. Authors will include James, Twain, Howells, Crane, Wharton, Dreiser, Chopin, Frederic, Norris, Sinclair.</p> <p>Usually offered every third year.</p> <p>Mr. Swiggart</p> |
| English 122a. The Medieval World: Britain before the Conquest | <p>An introduction to the language and literature of the Anglo-Saxons. Readings will include selections from Bede, <i>The Chronicle</i>; charms, riddles, the major extant short poems and the epic poem <i>Beowulf</i>.</p> <p>Usually offered every year.</p> <p>Ms. Klein</p> | English 127a. Joyce and Lawrence | <p>A study of the major work of the two great antithetic novelists of the modern period. Readings will include: <i>Dubliners</i>, <i>Portrait of the Artist</i>, <i>Ulysses</i>, <i>Sons and Lovers</i>, <i>The Rainbow</i> and <i>Women in Love</i>.</p> <p>Usually offered every year.</p> <p>Mr. Goodheart</p> |
| English 122b. The Medieval World: England from the Conquest to the Renaissance | <p>A cultural study of this period with particular attention to the idealized fantasies, centering on the figure of Arthur, of the aristocratic class; the yoking of literary energies to intense religiosity; and the emergence of a literature reflective of wider urban and social realities. Readings will be drawn from history, Romance, lyric, drama and the poetry of Chaucer. No prior knowledge of Middle English is required, although the Anglo-Saxon course (English 122a) is helpful for a sense of the changing traditions of medieval literature.</p> <p>Usually offered every year.</p> <p>Ms. Klein</p> | | |

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| <p>English 127b. Contemporary Fiction and the "Post-Modernist" Novel</p> | <p>Against the background of the "modernism" of the earlier 20th century, this course will consider aspects of contemporary fiction, such as the assimilation of earlier experimental techniques, the further liberalization of subject matter and attempts at continuing avant-gardism in what is called the "postmodernist" novel. Works to be read will be chosen from among: Nabokov, Borges, Lessing, Bellow, Mailer, Doctorow, Oates, Roth, Pynchon, Barth, Fowles, Hawkes, Robbe-Grillet, DiLillo, Calvino, Morrison, Atwood, Tyler and Kundera.</p> <p>Usually offered every year.</p> <p>Mr. Onorato</p> | <p>English 135b. Romanticism</p> | <p>Major poetic texts by Blake, Wordsworth, Coleridge, Keats, Shelley and Byron, with some attention to their prose, and to Dorothy Wordsworth's <i>Journals</i> and Mary Shelley's <i>Frankenstein</i>. Our purpose is both to define the common ground of the Romantics' poetic, political and philosophic goals, and to determine the singularity of each writer's achievement. Topics we will address include: Romantic genres, the "Romantic Woman," Romantic Medievalism and Orientalism, and the relationships between the "visionary" and the "visual."</p> <p>Usually offered every other year.</p> <p>Ms. Janowitz</p> |
| <p>English 131b. Writing in the "Wild Zone": Charting Feminist Literary Theory</p> | <p>Feminism is accused of having no basis in theory. While some feminists see the enabling possibilities of transcending traditional notions of "discipline," others are in the process of defining for feminism a theoretical territory on the margins of patriarchal culture. This course looks at the contributions of various theories to the feminist project, and examines, in turn, what feminism can suggest to Marxists, Freudians, deconstructionists and others. We will be using both "primary" and "secondary" sources including works by Rich, Gallop, Spivak, Gilbert and Gubar, and Daly.</p> <p>Usually offered in even years.</p> <p>Staff</p> | <p>English 137a. Yeats, Rilke, Freud</p> | <p>An intensive reading of two modern poets in light of the Freudian description of mind. The intent of the course is to read the account of the person which is sponsored by Yeats and Rilke (the poetic account of the person) as in contention with the psychoanalytic account of the mind, and to assess the meaning and utility of Freudian knowledge as a supplement to poetic knowledge.</p> <p>This course will attend with particular care to Freud's theory of dreams and its relationship to the use and value of dreams in the practice of poets. Yeats' poems will be read through, as well as his narrative and psychological writings. In the work of Rilke the course will focus on the <i>New Poems</i>, the <i>Elegies</i> and the <i>Sonnets to Orpheus</i>, as well as to the letters and the <i>Notebooks</i> of Malte Laurids Brigge.</p> <p>Usually offered every fourth year.</p> <p>Mr. Grossman</p> |
| <p>English 132b. Chaucer I</p> | <p>In addition to reading Chaucer's major works, we will pay special attention to situating them in relation to linguistic, literary and social developments of the later Middle Ages. No previous knowledge of Middle English required. <i>Troilus and Criseyde</i>; selections from <i>Canterbury Tales</i> and <i>Romance of the Rose</i>; brief additional readings in Continental and English texts from Chrétien to Shakespeare.</p> <p>Usually offered every fourth year.</p> <p>Ms. Campbell</p> | <p>English 137b. Studies in Modernism</p> | <p>An attempt to explore the concept of "modernism" through an intensive reading of seminal poems, novels and plays, particularly T.S. Eliot's <i>The Waste Land</i>, James Joyce's <i>Ulysses</i>, Virginia Woolf's <i>The Waves</i> and Samuel Beckett's <i>Waiting for Godot</i>. We will focus on the formal innovations of modernism and their relation to various ideological and political issues. The course will be conducted as a lecture/seminar. Course requirements: classroom participation, one short paper (4 - 5 pages), one longer paper (12 - 15 pages).</p> <p>Usually offered in even years.</p> <p>Mr. Morrison</p> |
| <p>English 135a. Nineteenth-Century Poetry</p> | <p>This course will explore the variety of forms, themes and structures in 19th-century British poetry. We will look at poems considered to be Romantic, Victorian and Symbolist, as well as at the poetry of social intervention, nationalist poetry and domestic poetry. We will try to understand our chosen texts in relation to the social milieu from which they emerged. Poets will include: Wordsworth, Blake, Coleridge, Keats, Smith, Williams, Byron, Shelley, Tennyson, Clough, Browning, Rossetti, Morris and Hopkins.</p> <p>Usually offered in even years.</p> <p>Ms. Janowitz</p> | <p>English 138a. Fiction and Social Change</p> | <p>What is the relationship between fiction and social change? We will read and discuss major works of fiction in both the English and American traditions that deal with social mobility, race and colonialism, industrialization, marriage and class. We will explore the cultural similarities and differences reflected in the works drawn from the two traditions. Texts will include: Austen, <i>Pride and Prejudice</i>; Dickens, <i>Great Expectations</i>; Twain, <i>A Connecticut Yankee in King Arthur's Court</i>; James, <i>Washington Square</i>; and Fitzgerald, <i>The Great Gatsby</i>.</p> <p>Usually offered every fourth year.</p> <p>Messrs. Gilmore and Goodheart</p> |

**English 142b.
Chaucer II: "Love"
and the Early
Chaucer**

In this course we will read Chaucer's dream poems — *The Booke of the Duchesse*, *The House of Fame*, *The Parliament of Fowls* — as well as his "verse novel," *Troilus and Criseyde*. Particular attention will be paid to Chaucer's innovative uses of Love as both a topic and a formal structuring device for the analysis of social conflict. No previous knowledge of Middle English required.

Usually offered every third year.

Ms. Campbell

**English 143a.
Elizabethan and
Jacobean Drama**

A study of the Revenge tradition in the work of Shakespeare and his contemporaries. The problem of blood revenge will be looked at as an historical phenomenon in Renaissance society and as a social threat transformed into art in such dramatists as Shakespeare, Marlowe, Kyd, Marston, Tourneur, Chapman and Webster.

Usually offered every year.

Mr. Levitan

**English 145b.
Victorian Poetry and
Poetics**

This course will examine major 19th century poetic texts in the context of the social, religious, class, scientific, urban and sexual crises of the Victorian period. Focus on works by Tennyson, the Brownings, Arnold, Clough, the pre-Raphaelites, Hopkins. Topics will include Victorian Medievalism and Hellenism, poetic texture and form, relations between poetry and painting, class and gender in narrative poems, "voice" in the Victorian lyric.

Usually offered in even years.

Ms. Janowitz

**English 147a.
Six Twentieth-
Century Poets**

In this seminar we will study six poets: J.V. Cunningham, Elizabeth Bishop, Louise Bogan, Thom Gunn, Philip Larkin and Seamus Heaney.

Usually offered in odd years.

Staff

**English 147b.
Modern British and
American Drama**

The emphasis in this course will be upon the American Realistic tradition — including O'Neill, Williams, Albee, Miller and Shepard — but comparisons will be made to Pinter, Stoppard and other contemporary British dramatists.

Usually offered every fourth year.

Mr. Swiggart

**English 148a.
The Bible and the
Writer**

Signature of instructor required.

Through the study of the Bible, students will learn how to apply the secrets of a great text to their own work. The course will involve close reading of sections of the Bible and related texts and a series of writing assignments. Those interested should send a brief sample of writing — creative, critical or scholarly — to Professor Eugene Goodheart.

Offered only in 1990-91.

Mr. Appelfeld

**English 152b.
Arthurian Literature**

A survey of (mostly) medieval treatments of the legendary material associated with the British king Arthur and his court, in several genres: bardic poetry, history, romance, prose narrative. *The Welsh Mabinogion*, Geoffrey of Monmouth's *History of the Kings of Britain*, *Gawaine and the Green Knight*, selected books from Malory's *Morte d'Arthur*, Book I of Spenser's *Faerie Queene*, Monty Python's *Holy Grail*. We will also read selections from Chrétien de Troyes' romances and the French prose *Lancelot*, but the major emphasis will be on the Arthurian material as national British myth and mystique. All works will be read in translation.

Usually offered in odd years.

Ms. Campbell

**English 153a.
Poetry, Philosophy
and Politics in the
Seventeenth
Century**

The period from the first production of Shakespeare to the Glorious Revolution saw enormous changes in the way people in England reflected upon what it meant to be human and on what it meant to be English; these changes were mirrored in the literature, politics and philosophical writings of the time. We will attempt to chart and correlate some of these changes, looking at debates in prose, but also in poetry, between Puritans and Cavaliers, and at the philosophical instigators and/or consequences of these debates. Readings might include Donne, Herbert, Milton, Bacon, Hobbes and Bunyan; possible examination of some radical tracts and their revilers.

Usually offered in even years.

Mr. Flesch

**English 155a.
Jane Austen and
Charlotte Brontë**

This course will provide an opportunity for intensive study of novels by these major writers. The course will also deal with some biographical and critical material. Some questions to be raised: What, if anything, did these writers learn from previous literary experiments and from each other? Do these novels begin to constitute a female tradition? What did each of them contribute to the theory and practice of realism? How did each of them see landscape, geography, social and sexual relations, politics, narrative? Why are these women among the few to be canonized?

Usually offered in odd years.

Mr. Wegener

**English 157a.
The Post-Modern
Generation:
Contemporary
Poetry**

An introduction to recent poetry in English, dealing with a wide range of poets as well as striking and significant departures from the poetry of the past. We will look, where possible, at individual volumes by each author — the list will probably include Robert Lowell, Elizabeth Bishop, Allen Ginsberg, Frank O'Hara, John Ashbery, Sylvia Plath, Adrienne Rich, James Merrill, Allen Grossman, Seamus Heaney, Louise Glück, Robert Pinsky and Michael Palmer.

Usually offered every year.

Mr. Bidart

**English 163a.
Renaissance Poetry**

In this course we will be concerned primarily with the kind of lyric first written by Wyatt, and evolved and extended by Sidney, Spenser and Shakespeare (particularly the sonnets); and with its sometimes surprising elaborations in the work of 17th-century poets, mainly Donne, Herbert, Milton and Marvell.

Usually offered in even years.

Mr. Levitan

**English 164b.
Restoration and
Eighteenth-Century
Drama**

Comedy, heroic drama and tragedy between 1660 and 1800. This course will devote some attention to the history of the plays in performance. Authors to be studied include Dryden, Etherege, Wycherly, Otway, Congreve, Vanbrugh, Lillo, Garrick, Goldsmith and Sheridan.

Usually offered in odd years.

Ms. Staves

**English 167a.
Fiction and the
Anti-hero**

This course is concerned with the representation in 20th-century fiction, mainly American, of what has been called the anti-hero, a protagonist figure with limited or thwarted hopes and ambitions who often acts out or reacts against the role of social victim. Writers will include Hemingway, Ellison, Conrad, Salinger, Hurston, Wright and Carver.

Usually offered every third year.

Mr. Swiggart

**English 171a.
History of Literary
Criticism**

This course will explore major documents in the history of criticism from Plato to the present. Texts will be read as both representative moments in the history of criticism (historically conditioned and determined) and as documents of self-sufficient literary and intellectual interest. (We will, of course, ask ourselves if this can be done.)

Usually offered every third year.

Mr. Morrison

**English 173a.
Spenser and Milton**

A course on poetic authority: the poetry of authority and the authority of poetry. Spenser and Milton will be treated individually, but the era they bound will be examined in terms of the tensions within and between their works. Readings will include *Epithalamion*, the whole of *The Faerie Queene*, parts of *The Shepheardes Calendar* and *Astrophell* by Spenser; and *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, *Areopagitica* and *Eikonoklastes* by Milton.

Usually offered in odd years.

Mr. Flesch

**Comparative
Literature 174a.
Sex, Class and
Literature in
Europe: 1830-1914**

Usually offered in odd years.

Ms. Harth

**English 174b.
Eighteenth-Century
Novel**

Early developments in English fiction with some attention to theories of narrative and problems in the practical criticism of the novel. Emphasis on Defoe, Richardson, Fielding, Sterne and Austen.

Usually offered every year.

Ms. Staves

**English 176b.
Hawthorne, Melville
and Poe**

Readings will include *Moby Dick*, *The Narrative of Arthur Gordon Pym*, *The Scarlet Letter* and *The Marble Faun*, as well as short novels by all three authors.

Usually offered every fourth year.

Mr. Swiggart

**English 177a.
American Gothic
and American
Romance**

This course examines gothic fiction as a method of exploring the capacities of the imagination, disclosing its power and meeting its threat. We will begin with the 19th-century founders of the genre in America: Brown, Poe, Hawthorne, Melville and James. The second half of the course will deal with some 20th-century masters: Faulkner, Warren, O'Connor, Oates and McCarthy.

Usually offered in even years.

Mr. Burt

| | | | |
|---|---|--|--|
| English 177b. Contemporary Writers | In this course we will study writers whose major work has been done after the Second World War. Each text will be looked at in the literary context of the postmodern novel, the political context of emerging voices of women and minorities, and the social context of mass media, which are predominantly visual. Particular attention will be given to gender in the creation of character, in authorial voice and in the implications for literary theory. This course will be taught with a dialogue lecture and an open discussion session each week. Novelists studied will be selected from Lessing, Gordimer, Atwood, Morrison, Oates, Bellow, Hawkes, Pynchon, Roth, Mailer, Kundera, Calvino. | English 197b. The Political Novel in the Twentieth Century | Defining politics as strategies of power, we will look at these strategies in sexual, racial, economic and ideological terms as they are represented in primarily British and American novels of the 20th century. Beginning with the works of Conrad and Kafka, whose interests and explorations opened the novel to overtly political themes, we will select novels from among the following authors: Orwell, Koestler, Lessing, Gordimer, Coetzee, Naipaul, Walker, Doctorow, Kundera, Grass, Vargas-Llosa, Achebe, Fuentes, Silko, Morrison. We will focus on literary responses to various political and economic systems and on the literary depictions of the body in public and institutional spaces, such as prisons and hospitals, rather than private and domestic spaces, the more usual loci for narrative. Close examination of texts will be done in the context of theoretical frameworks, both Freudian and feminist, with special emphasis on Kundera. |
| | Usually offered in odd years. | | |
| | Ms. Klein and Mr. Onorato | | |
| English 178a. Family Portraits: The Orphaned Self | See Comparative Literature 164a for description. | | |
| | Usually offered in odd years. | | |
| | Mr. Engelberg | | |
| English 180a. The Modern American Short Story | <i>Signature of instructor required.</i> We will lavish close study on American short fiction masterworks. We will read as writers write, discussing solutions to narrative obstacles, examining the consequences of alternate points of view; we will study words and syntax to understand and articulate how technical decisions have moral and emotional weight. | Seminars | |
| | Usually offered every year. | English 200a. Methods of Literary Study | A partial introduction to what professional critics do with texts. Sample texts will be taken from the second most important dramatist in English, Thomas Middleton. Using Middleton as a target and ammunition, we will argue about the construction of texts, authors, canons, characters, narratives, genders, genres, classes, states, souls and other fictions. Required of all first-year students. |
| | Mr. Wolff | | Usually offered every year. |
| Comparative Literature 185a. Dickens and Dostoevsky | Usually offered in even years. | | Mr. Taylor |
| | Ms. Miller | English 220a. Prose Fiction, Film Fiction, Film Criticism | Assuming a broad knowledge of the narrative techniques of prose fiction, we will consider the development of film technique for creating the narratives of film fiction. A variety of films will be studied in close critical and analytic viewings, including adaptations, films that make a free use or transformation of an earlier text and films that were written directly for the screen. Relevant criticism and theory will be read. The goal is an understanding of the narrative film in its own film context as literature in another medium. |
| English 187a. The "Modernist" Novel in English | A course in the major novelists of the early 20th century, stressing their experiments with narrative technique, subject matter and prose that resulted in the distinctly 20th-century sense of the modern in fiction known generally as "Modernism." Authors to be read will be chosen from among: Conrad, Mann, Gide, Joyce, Proust, Lawrence, Woolf, Kafka, Faulkner and Lessing to show aspects of the modern, variously English, Continental and American. | | Usually offered every third year. |
| | Usually offered in odd years. | | Mr. Onorato |
| | Mr. Onorato | English 222b. The "Modernist" Novel: Virginia Woolf | This seminar will undertake a close study of Virginia Woolf in an attempt to see her in, and to interrogate, the literary context of Modernism and the literary/political context of feminism. The works of fiction will be emphasized, but will be read in the personal context of her other prose writings and criticism, her journals and letters. A reading of biography and relevant criticism will be expected. |
| | | | Usually offered every third year. |
| | | | Mr. Onorato |

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| English 226b. Whitman and Dickinson | An introduction to the whole works of Dickinson and Whitman. An effort will be made to study the two masters in context of the poetry and poetics of the period, the liturgies and theology of American Protestantism, the circumstances of the Civil War and the political configuration of the time (especially as represented by Lincoln and his writings). Usually offered every third year. Mr. Grossman | English 237a. Theories of the Novel | A study of major statements of the theory of the novel, including selections from the works of Aristotle, James, Lubbock, Auerbach, Watt, Booth, Barthes, Genette, Lukacs, Bakhtin. We will also read works of fiction from the theoretical perspectives developed in the course. Usually offered every third year. Mr. Goodheart |
| English 230b. American Poetry and Poetics: Edward Taylor, Poe, Hart Crane, T.S. Eliot | The purpose of this seminar is to read and make sense of four American poets. Our concern will be directed toward the kinds of poetic construction that constitute American poetry, the particular intentions that drive American poetic enterprise and the relationships that arise between American poetic culture and other aspects of American civilization. Usually offered in even years. Mr. Grossman | English 243b. Sonnets and Lyrics: Tudor and Elizabethan | This course will study the short poem between 1520 and 1600, in both the native tradition and the tradition of Italian influence. The major figures to be read include John Skelton, Wyatt, Surrey, Sidney, Spenser, Shakespeare, Campion, the writers of airs and madrigals, Jonson and the early Donne. Among the motifs to be examined are the development of the sonnet, the use of <i>persona</i> , Renaissance musical realization of lyric texts (Dowland, Campion, the madrigalists), the individualization of diction and metaphor and the satiric voice. Usually offered every third year. Mr. Levitan |
| English 232b. Chaucer | A survey of the historically pivotal literary career of Chaucer, with emphasis on The Canterbury Tales . Chaucer's works as social analysis and critique, from the point of view of a bourgeois outsider in an aristocratic milieu; Chaucer's medieval genres and their transformation into vehicles of an early modern sensibility; medieval relations of secular literature to its audience(s); orality, literacy and the Book. Some previous knowledge of Middle English recommended but not required. Usually offered every third year. Ms. Campbell | English 245a. Cultural Materialism and British Romanticism | This seminar will combine theoretical and critical practices by investigating Romantic poetic texts in the light of recent movements in historical and materialistic thought. We will begin by reading in the tradition of Western Marxism and then we will look at its heirs and opponents in the work of those New Historicists and Cultural Materialists who have addressed Romantic poets. Usually offered every third year. Ms. Janowitz |
| English 235b. Blake and Wordsworth | We will take Wordsworth's major lyric poetry and The Prelude and Blake's The Four Zoas and Jerusalem as the central poetic texts for the term's work. Our purpose will be to investigate Romantic poetry in its relationship to contemporary political, social and poetic events. We will begin by focusing on the 1790s, reading in the Revolution Debate (i.e., Thewell, Burke, Paine, etc.), and some recent commentary upon it (e.g., E.P. Thompson and Marilyn Butler). Wordsworth's experience in the 1790s produced the materials for much of his retrospective poetry, and Blake's prophetic work is born out of the struggles of the period. We will attempt to formulate some general propositions about the relationship between poetry and history as we take Wordsworth and Blake as both idiosyncratic and exemplary historical poets. Usually offered every third year. Ms. Janowitz | English 245b. Feminist Theory and Victorian Literature | Usually offered in even years. Ms. Warhol |
| | | English 246a. American Romantic Fiction: Precursors and Classics | This course will examine the origins and flowering of romanticism in the American novel. Authors to be considered will include: Charles Brockden Brown, Washington Irving, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville. Usually offered every third year. Mr. Gilmore |

English 247a.
Faulkner, Joyce,
Woolf

In this course, important works by each of the three authors will be closely read. A proposed focus is how each one developed "modernist" fictional techniques in connection with a specific rejection of 20th century idealistic attitudes — attitudes that were part of the author's personal life and intellectual training. In *Sanctuary* Faulkner rejected an inherited moral idealism and satirized upperclass values, including the idealization of women. In *The Sound and the Fury* he subjects to moral ridicule a caricature of his own aesthetic posturizing as a Swinburnian poet and "decadent" Southerner. In *To the Lighthouse* Woolf dramatizes the abstract and tyrannical idealization of her truth-seeking 19th century father and pushes in this and other works (including *Mrs. Dalloway* and *The Waves*), toward what she designates as a feminist mode of perception and of writing. In Joyce's case the rejected background is just as personal (his Irish sentimentality and his Catholic idealism), but his literary search is more specifically for ways to objectify, depersonalize and thus escape the corrupted emotional force of inherited commitment.

Given this framework, the course will be open to the study of texts that exhibit parallel autobiographical tensions, for example Chopin's *The Awakening* and Flaubert's *Madame Bovary*. A correlative concern, for those interested, will be the connection (historical and theoretical) between modernist strategies, as illustrated by these pivotal authors, and poststructuralist concerns.

Usually offered every third year.

Mr. Swiggart

English 250a.
Representations of
Eighteenth-Century
Marriage: Literary
Texts, Historical
Documents

This seminar will explore a variety of 18th-century representations of marriage, each one of which has at one time or another been thought to make some claim to being a "realistic" representation. Sources will include legal documents, medical treatises, paintings, engravings, newspaper and other periodical accounts, conduct books, bourgeois drama and short stories and novels. We will concern ourselves with the apparent social function of each text and with the implicit or explicit ideology of marriage it promotes. One of our projects will be to produce a critique of the limitations of the realism of bourgeois drama and fiction. Another will be to attempt to give an account of the kind of selectivity characteristic of the representation of each kind of document and to come to understand something of the grammar of each particular sphere of discourse. Secondary reading will include both literary criticism and social history. Some previous background in 18th-century studies would be desirable. Ideally, the seminar will be a dialogue between students of literature and students of history.

Usually offered in even years.

Ms. Staves

English 250b.
Historical and
Theoretical
Introduction to
Modern English
Versification

The 15th-century shift in orthography and pronunciation made Chaucer's prosody largely opaque to early 16th-century readers, and English versification was effectually reinvented by such poets as Wyatt and Surrey. Stevens' claim that "the theory of poetry [is] the life of poetry" certainly seems borne out by the explosion of experimental forms that occurred in the Renaissance and the arguments it fomented among poets and critics, which continue to this day. Theory and history are deeply interfused, and this course will address both, with special attention to Wyatt, Surrey, Sidney, Spenser, Daniel, Shakespeare, Donne, Milton, Dryden, Pope, Smart, Wordsworth, Shelley, Byron, Dickinson, Tennyson, Eliot, Stevens, Ashbery and Merrill, as a possible list of practitioners (who also theorize) and Freud, Blanchot, Esthópe, Empson, Westling, Hollander, Saintsbury, Bridges, Attridge and Wimsatt, as theorists (some of whom, in one way or another, practice). The theoretical focus of the course will be the questions: What is the object of a history of English rhyme? That is, what are rhyme and meter and what is their connection to poetic meaning? The seminars will be arranged by topic, but this also means, to some extent, chronologically, since topics and foci change historically.

Usually offered in even years.

Mr. Flesch

English 257a.
Yeats and Stevens

Our project in this course is to read Yeats and Stevens, as far as possible, whole for whatever truth and pleasure is in them, and (secondarily) to acquire sufficient knowledge of the technical scholarship which now attends the study of these poets to validate such statements as we may wish to make about them. Stress will be put on the separate histories of poetic structure and philosophical understanding which produce the specific character of the Irish and American poet, and also on the solutions of each (in light of their discrete cultural situation) to the problems which they face in common — the imaging of persons, national identity in a postcolonial civilization and the transnational enigma of "modernism." Yeats' characteristic styles of construction — both metrical and philosophical — will (most likely) be seen to be substantiated and problematized in the intricately syncretic, millennial cultures of (transcendental) pattern, and Stevens (following Whitman, Santayana and James) in the antithetical, archetypal strategy of the (immanent) matrix.

Usually offered every third year.

Mr. Grossman

English 260a.
The Language of the Other: The Theory and Practice of Allegory

A seminar on the theory and practice of allegorical literature; we will focus primarily on Spenser's *Faerie Queene*, although we will read broadly in allegorical and quasi-allegorical literature (the Bible, allegorical rewritings or reinterpretations of Virgil and Ovid, Dante, Chaucer, Romantic poetry, 19th-century romance, Kafka). Topics to be considered might include the following: allegory and typology, allegory and realism, allegory and history, allegory and/as criticism. Theoretical readings might include the following: Plato, Longinus, Dante, Kant, Blake, Coleridge, Schelling, Shelley, Yeats, Freud, Benjamin, Jakobson, Lewis, Frye, Lacan, Fletcher, de Man, Fineman.

Usually offered every third year.

Mr. Morrison

English 264a.
Pope and Fielding

A study of two major 18th century comic writers with an emphasis on exploring some common ground between the poet and the novelist, including their complex uses of irony and sentiment and on considering the generic experiments of both. Among the issues to be considered are both writers' highly self-conscious relation to new developments in the early modern book trade as that self-consciousness is evident in a play such as Fielding's *The Author's Faree* or a poem such as Pope's "Epistle to Dr. Arbuthnot." We will also inquire why both, in works such as Fielding's *The Tragedy of Tragedies* and Pope's *Dunciad Variorum*, were impelled to parody newly emerging modern literary scholarship. Students who have not yet read Fielding's major novels (*Joseph Andrews*, *Tom Jones* and *Amelia*) may wish to do so before the term begins.

Usually offered every third year.

Ms. Staves

English 266b.
Class in American Literature

This course will address the question, does class have a place in discussion of American literature? Class emerges as a category in English novels of the 19th century, but its significance in American fiction seems far more problematic. Do American writers uncritically endorse the national ideals of social mobility and classlessness? Do issues of gender and race obscure or mask concern for class? Readings will include stories and novels by Poe, Hawthorne, Melville, Rebecca Harding Davis, Twain and Jack London. Several works from the English tradition will be added for comparative purposes.

Usually offered every third year.

Mr. Gilmore

English 267b.
Social Marginality and Postmodern Culture

The human subject, in the postmodern era, has been characterized as a "fragmented," decentered entity. In this seminar, we will explore the parallels between this generalized postmodern decenteredness and the psychic fragmentation experienced by members of socially marginalized populations even before the late 20th century. Our texts will include theoretical works by Jürgen Habermas, Jean-François Lyotard and Fredric Jameson; mid-20th-century fiction by Nathanael West, Ralph Ellison, Djuna Barnes, Anais Nin, Gwendolyn Brooks and Jane Bowles; and postmodernist novels by John Coover, Donald Barthelme, Vladimir Nabokov, John Barth and Thomas Pynchon.

Usually offered every third year.

Mr. Harper

English 295b.
Studies in a Major Text

Required of all first-year students.

Offered every year.

Mr. Levitan

English 299b.
Pedagogy

Modern theories of pedagogy and composition with practical experience. Students will be apprenticed to current instructors.

Usually offered every year.

Mr. Burt

English 352-374a
and b.
Directed Research

352a and b.
Mr. Goodheart

363a and b.
Ms. Campbell

56a and b.
Mr. Swiggart

364a and b.
Mr. Harper

357a and b.
Mr. Grossman

367b.
Mr. Wolff

358a and b.
Mr. Gilmore

368a and b.
Mr. Burt

359a and b.
Ms. Klein

371a and b.
Mr. Flesch

360a and b.
Mr. Levitan

372a and b.
Ms. Janowitz

361a and b.
Mr. Onorato

374a and b.
Mr. Morrison

362a and b.
Ms. Staves

English 402-414d.
Dissertation Research

402d. Mr. Goodheart

410d. Mr. Levitan

406d. Mr. Swiggart

411d. Mr. Onorato

407d. Mr. Grossman

412d. Ms. Staves

408d. Mr. Gilmore

413d. Mr. Burt

409d. Ms. Klein

414d. Ms. Janowitz

French

German

See Joint Program of Literary Studies

History

See Comparative History

History of American Civilization

Objectives

The graduate program in the History of American Civilization, leading to the degree of Doctor of Philosophy in history, has been designed primarily to educate professional scholars and teachers of American history. The curriculum emphasizes both a comprehensive understanding of American history and the mastery of historical research and writing. For a comparative view of the American experience, students will undertake selective studies in modern European, Asian, Latin American or African history.

A small, select student body works closely with the faculty in independent reading and research courses. From the beginning, individual programs are developed to prepare students for their qualifying examinations and to guide them toward their dissertation research. Normally, the first year's work is concentrated in American history, including substantial experience in directed research and a critical approach to problems of historiography. Second-year students, while pursuing further directed research, chiefly are encouraged to choose courses to complete their preparation in the examination fields. Studies in related fields are arranged individually with appropriate members of the University's graduate faculty, either through standard courses or directed readings. For selected

students with appropriate qualifications, there are opportunities for advanced study and research with distinguished scholars at neighboring universities in such fields as legal history and business history. Applicants should note with care the four parts of the examination, specified under **Degree Requirements**, in which all students are expected to demonstrate proficiency.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this program. An undergraduate major in history is the preferred preparation for admission, and the student's undergraduate curriculum should include some fundamental courses in American history and related fields in the social sciences or humanities. Students with the M.A. in history, or a professional degree in law or other related fields, are especially invited to apply. Students interested in Crown Fellowships or in the special arrangements for study in professional fields at neighboring universities, noted above, should submit applications by March 1.

Faculty

Executive Committee
and Staff

Associate Professor
James T. Kloppenberg,
Chair:
Intellectual and
political history.

Professor
**David Hackett
Fischer**:
Social and political
structure.
Early Republic.

Professor
Morton Keller:
Legal and political
institutions.
Modern America.

Professor
Stephen Whitfield:
Modern America.
Cultural history.

Associate Professor
Gerald S. Bernstein:
American art and
architecture.

Degree Requirements

Master of Arts

No one will be accepted in the program who is not a doctoral candidate. Applications from persons seeking a terminal M.A. degree are not welcome. However, the M.A. degree in history may be awarded to those who (1) have successfully completed one full year of residence at Brandeis University (eight half-courses), including two 200-level research courses, and (2) have passed the foreign language requirement.

Doctor of Philosophy

Program of Study.

Doctoral candidates must complete two years in residence at Brandeis, and a minimum of 16 term courses. Programs of study and concentration will be formulated for each student, subject to the approval of the Executive Committee. Students will be required to maintain an average of B- or better in order to continue in the program. Continuance of fellowship support requires an average of A- or better. Incoming students normally will be expected to take two term courses of Directed Research in American History in their first year of residence. The Committee may, at its discretion, grant a student transfer credit of up to one year toward the Ph.D. residence requirement for relevant graduate or professional work done elsewhere. Application for such credit shall be considered only after a student has completed one term's residence in a full-time program. The second 200-level Directed Research course may be waived by the committee on the basis of a master's thesis or comparable research project at the graduate or professional level done elsewhere. In the first year all students enroll in the Colloquium in American History; in the second year, the Colloquium in Comparative History.

Language Requirement.

A high level of reading proficiency in one foreign language is required of all students. Students are expected to pass the language examination during the first year of residence. A student who has not passed the foreign language examination by the end of the first year is not eligible for financial aid from the University for the second year. The completion of language requirements at another university does not exempt the candidate from the Brandeis requirement.

Qualifying Examination.

Each doctoral candidate must pass at the doctoral level a qualifying examination in the following four fields: (1) general American history, one examiner to be in early American history and the other in modern American history; (2) a period of specialization in American history; (3) an area of comparative modern European, Asian, Latin American or African history; (4) a related discipline in the social sciences or humanities or a subdiscipline in history. All proposed fields must be submitted in writing and approved by the Executive Committee. The period of specialization will normally be selected from the following: 1607-1763, 1763-1815, 1815-1877, 1877-1914, 1914-present. (5) The area in comparative history may focus on such themes as 19th-century emigration/immigration, 18th-century American and European political and social philosophy, the history of the modern family, or the frontier in global perspective. The fourth field may involve training in politics, international relations or literature, for example, to provide perspectives and methods that can illuminate historical problems. Or it can involve a subdiscipline in history that has a distinctive subject matter and methodology, such as American social, legal, ecological or intellectual history. Students entering the program without previous graduate training in American history are expected to take the Qualifying Examination no later than the end of their fifth term of residence and must pass the examination by the end of the sixth term. Students who have earned an M.A. in history elsewhere, or who have one year of transfer credit for work taken elsewhere, are expected to take and pass the Qualifying Examination by the end of their second year in the program.

Unless the student elects a single three-hour oral examination on all four fields, the Qualifying Examinations will be taken separately in each of the fields, with the general American field coming at the end. For each of the fields (2), (3) and (4), as above, the student will choose one appropriate professor with the approval of the chair of the program. That professor, in consultation with the student, will define the requirements, course of preparation and mode of examination (written and/or oral) for the field.

For the general American field, the Chair will appoint two members of the Executive Committee as examiners. The student may choose a one-hour oral examination or a three-hour written examination followed, if the examiners so require, by an oral examination. In either case, the two professors in consultation with the student will define in advance the major themes or problems on which the examination will be based. So far as possible, fields (3) and (4), as above, should be selected with a view to broadening and deepening the student's understanding of his/her American history fields, and providing valuable background for the dissertation work.

With the consent of the chair and the professor concerned, qualified students in appropriate cases may be examined in fields (3) or (4), as above, by a faculty member at another university. Moreover, with the consent of the Executive Committee, examinations in fields (3) or (4), as above, may be waived for students with the M.A., J.D. or other advanced degrees that represent a level or kind of training and achievement fully equivalent to those required in the Brandeis examinations for those fields.

Admission to Candidacy.

A student may be admitted to candidacy for the Ph.D. degree upon satisfactory completion of the following: course and residence requirements, demonstration of a high level of proficiency in one foreign language, the qualifying examinations and when a prospectus for a dissertation is approved by the Executive Committee.

Dissertation and Defense.

When the dissertation is accepted by the Committee, a final oral examination will be scheduled at which the candidate must successfully defend his/her dissertation before the Committee and other members of the faculty who may participate.

Courses of Instruction

History 190a. Historiography

A critical analysis of classical historiography.
Usually offered in odd years.
Mr. Fischer

201e. Topics in American Art and Architecture

Mr. Bernstein

History 198a. Colloquium in the History of American Civilization

Usually offered every year.
Staff

202e. Topics in Social History with Emphasis on the Early Republic

Mr. Fischer

History 198b. Colloquium in the History of American Civilization

Usually offered every year.
Mr. Keller

203e. Topics in American Colonial History

Staff

History 199a. Colloquium in Early Modern Comparative History

An introduction to the major issues and methods in the social history of Europe in the early modern and modern periods.
Usually offered every year.
Mr. Cohn

204e. Topics in Modern America

Mr. Keller

205e. Topics in Intellectual History

Mr. Kloppenberg

History 199b. Colloquium in European Comparative History Since the Eighteenth Century

Comparative examination of major historical issues in Europe from the 18th through the 20th centuries.
Usually offered in even years.
Mr. Schuker

208e. Topics in Modern American Cultural History

Mr. Whitfield

209e. Topics in Modern America

Mr. Ethington

History 201e-209e. Directed Research in American History

Students will normally elect one of the following in the fall term of the first and the second years. Each is designed to provide experience in designing, researching and writing a substantial essay of a monographic character, based on extensive use of sources. This is the equivalent of a full course and extends the due date for the final draft of the paper to March 1, to permit sufficient time for a major project. Specific research topics are selected by the student in consultation with the professor.

Offered every year.

History 301-309. Readings in the History of American Civilization

Usually offered every term.

301a or b.
Mr. Bernstein

306a or b.
Mr. Whitfield

302a or b.
Mr. Fischer

307a or b.
Mr. Kloppenberg

304a or b.
Mr. Keller

309a or b.
Mr. Ethington

The following courses are offered on a regular basis to groups of students who wish to use them to prepare for their general examinations.

History 312-319.
**Readings in the
History of American
Civilization**

Offered every year.

312a or b.
**American Social
History, 1750-1850**

Mr. Fischer

313a or b.
**Colonial History,
1607-1750**

Staff

314a or b.
**Political History,
1870-present**

Mr. Keller

315a or b.
**American
Intellectual History,
1870-present**

Mr. Kloppenberg

318a or b.
**American Cultural
History**

Mr. Whitfield

319a or b.
**American Social
History**

Mr. Ethington

History 401d-406d.
**Dissertation
Research**

Offered every year.

401d. Mr. Bernstein 405d. Mr. Kloppenberg
402d. Mr. Fischer 406d. Mr. Whitfield
404d. Mr. Keller

For courses available to History of American Civilization students in other historical areas, see the listings by department and programs in the Graduate School and College catalogs, especially under Comparative History.

In addition, the following courses may be taken as equivalent to History of American Civilization seminars.

History 151b.
**The American
Revolution**

Usually offered in odd years.

Staff

History 152a.
**Colonial New
England**

Usually offered in even years.

Staff

History 152b.
**American Social and
Cultural History
Since the Civil War**

Usually offered in odd years.

Staff

History 153b.
**Slavery and the
American Civil War**

Usually offered every third year.

Mr. Fischer

History 154a.
**American Society
and the American
Revolution**

Usually offered every third year.

Staff

History 155b.
**Women in
American History,
1890 to the Present**

Usually offered every year.

Ms. Antler

History 156a.
**American Social
History, 1750-1860**

Usually offered in even years.

Mr. Fischer

History 157a.
**The Culture of the
Cold War**

Usually offered every year.

Mr. Whitfield

History 159a.
**American Urban
History Since the
Civil War**

Usually offered in even years.

Staff

History 161b.
The American Polity

Usually offered in even years.

Mr. Keller

History 162a.
**Topics in American
Intellectual History:
From Liberal
Democracy to Social
Democracy**

Usually offered every year.

Messrs. Kloppenberg and Hulliung

History 163a.
**American Foreign
Relations in the
Twentieth Century**

Usually offered in odd years.

Mr. Schuker

History 167b.
**Topics in American
Legal History**

Usually offered in odd years.

Mr. Keller

History 169a.
**Thought and
Culture in Modern
America**

Usually offered every year.

Mr. Kloppenberg

History 191b.
Psychohistory

Usually offered in odd years.

Mr. Binion

History 194b.
**Politics and
Diplomacy in
Europe**

Usually offered in odd years.

Mr. Schuker

History 197b.
**Seminar in
Comparative
History: Peasants
and Rural Society in
Europe**

Usually offered every third year.

Ms. Kelikian

International Economics and Finance

Objectives

The Lemberg Program in International Economics and Finance offers an innovative master's degree for students planning careers in international economics, business and finance. Combining courses in financial aspects of management, international economics and international relations, the program offers advanced technical training in international economics and finance along with broad preparation in the political and cultural aspects of international economic relations. One term of study is spent at a foreign university affiliated with the program.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Either GMAT or GRE scores are required. An undergraduate concentration in economics is not required, but applicants are expected to have a background in economics and related analytical subjects. Undergraduate work should include courses in intermediate microeconomics, statistics and international relations. Applicants should also have attained some proficiency in at least one major foreign language.

Faculty

Professor
Peter A. Petri,
Director, Lemberg
Program:
International trade,
Development,
Japan, Korea.

Professor
Anne P. Carter:
Technology progress,
Technology transfer.

Professor
**F. Trenery Dolbear,
Jr.:**
Macroeconomics.
Theory and computer
simulations.

Professor
Robert Evans, Jr.:
Japan. Labor.
Economic history.

Professor
Rachel McCulloch:
International trade
theory. Trade policy.
Macroeconomic
coordination.
Investment and
technology transfer.

Professor
**Barney K.
Schwalberg:**
Soviet economy.
Labor. Education.

Professor
**Richard S.
Weckstein:**
Development. Law
and economics.
International trade.

Visiting Professor
Robert Z. Aliber:
International finance.
Multinational
corporations.
International
investment and
monetary economics.

Visiting Professor
Evsey D. Domar:
Comparative
economic systems.
Soviet economy.
Russian economic
history.

Adjunct Professor
Norman Fieleke:
International
economics.

Adjunct Professor
Jane E. Hughes:
Domestic and
international cash
management.
Third world debt,
sovereign risk and
foreign exchange
markets.

Adjunct Professor
Marc A. Miles:
International
monetary policy.
Globalization of
markets.

Adjunct Professor
Allen Sinai:
Macroeconomic
forecasting.
Econometric
modelling.
Business fluctuations.

Associate Professor
Arthur Lewbel:
Econometrics.
Demand theory.
Aggregation.

Assistant Professor
**H. M. Stefan
Gerlach:**
International finance.
Macroeconomics.

Assistant Professor
Gary H. Jefferson:
China.
Technical progress.
Open economy
macroeconomics.

Assistant Professor
Peter L. Rathjens:
Finance.
Econometrics.

Assistant Professor
Robert J. Weiner:
Industrial
organization.
International trade.
Regulation and public
policy.
Business economics.
Natural resource
economics.

Instructor
Barbara Alexander:
Industrial
organization.
Public finance.
Finance.

Instructor
Reid W. Click:
International
corporate finance.
Open-economy
macroeconomics.
International trade.

Instructor
John D. Capeci:
Public finance.
Finance.
Econometrics.

Degree Requirements

Master of Arts

Students must successfully complete an approved schedule of at least 12 courses during their three terms of residency at Brandeis. These will include six required courses, three electives selected from a "core option" group and a final-term seminar that may include work on a master's project. Students must also successfully complete an approved schedule of courses during one term of study at an affiliated foreign university.

Language Requirement.

Candidates will be required to demonstrate a high level of proficiency in one modern foreign language.

Internship.

Students are encouraged to serve as interns with a business or governmental agency in the summer following their first year of study.

Project.

An optional master's project involving a thesis or a report on an appropriate internship may be submitted no later than April 15 of the year in which the degree is to be conferred.

Residence Requirements.

Two years of full-time study at the normal course rate will be required. One term of study will be spent at a foreign university associated with the program.

Courses of Instruction

IEF 111a. International Corporate Finance

Analysis of the exposure of the multinational firm from accounting and economic perspectives, survey of techniques in foreign trade and investment finance, working capital management and other international operations. Introduction to international business strategy, including tax management, political risk and global capital budgeting.

Prerequisite: IEF 205a.

Usually offered every year.

Mr. Reid-Click

IEF 112a. Accounting and Financial Analysis I

Develops basic concepts and accounts and applies them to income measurement, capital values and cost. Special emphasis on the valuation of economic enterprises in an international setting. Through the use of cases develops the basis for rational choice and control of business activity.

Usually offered every year.

Ms. Hughes

IEF 115b. International Financial Markets

Analysis of the institutions and instruments of international capital markets and a survey of key market participants. Analysis of spot, forward and options markets for foreign exchange, parity rules and arbitrage. Survey of Eurocurrency markets and international bond markets, and the technique used by firms to control foreign exchange exposure.

Signature of instructor required.

Usually offered every year.

Ms. Hughes

IEF 121a. Law and International Economics

A selected review of laws, U.S. and foreign, that apply to international transactions and the operation of financial institutions as well as an economic analysis of international, commercial and financial law. Topics will include a discussion of contracts, property, torts, anti-trust and the regulation of international trade and financial institutions. Term paper and final examination.

Usually offered every year.

Mr. Weckstein

IEF 123a. The European Economy

Examines the evolution of modern Western European economics with an emphasis on the postwar experience and on current issues. The topics include the institutions of the European community, such as EMS and the ECU; the integration of goods and capital markets; the problems of unemployment and slow growth; the role of Europe in the world economy.

Usually offered every year.

Mr. Miles

Economics 135a. Industrial Organization

Economic analysis of American industry in terms of market structure, conduct and performance. Topics included are business organization, concentration, barriers to entry, price and product policies, profits, efficiency and progressiveness.

Usually offered every year.

Mr. Weiner

Economics 136b. Managerial Economics

The application of mathematical techniques used in microeconomics and operations analysis to managerial problems. Topics include linear programming and related optimization techniques, economic theory of consumer and firm behavior, game theory, decision theory, search theory and capital budgeting.

Usually offered every year.

Mr. Dolbear and Ms. Hughes

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| Economics 141b. The Economics of Technological Change | <p>This course is designed to give students of economics a deeper understanding of the role of technological change in modern economic analysis and to help them to identify and analyze important issues concerning technology in the nation's economy. Topics include factor productivity and economic growth, technology transfer, economics of information, intersectoral effects of innovation, technology and export, global competitiveness.</p> <p>Usually offered in odd years.</p> <p>Ms. Carter</p> | Economics 171b. Advanced Topics in Finance | <p>This course, an extension of ECON 171a and 205a will investigate several topics in finance in greater detail. Among the topics to be covered are the theory of choice using state-preference utility theory, the pricing of contingent claims, future contracts and markets and current empirical analysis into questions in finance. Reflecting this emphasis on empirical analysis, students will be expected to lead class discussions on recent journal articles. Students will also be expected to write an empirical paper and to present their findings. Econometrics or a strong background in statistics is strongly recommended.</p> <p>Usually offered in even years.</p> <p>Mr. Rathjens</p> |
| Economics 160a. International Trade Theory | <p>Analysis of the causes and consequences of international factor movements. Topics include basic determinants of trade, effects of trade on economic welfare and income distribution, the interaction of trade and economic growth, tariff and nontariff protection, economic integration, international technology transfer and direct foreign investment.</p> <p>Usually offered every year.</p> <p>Ms. McCulloch</p> | Economics 172b. Money and Banking | <p>The industrial structure of the money market and the effect of structure upon the effectiveness of monetary policy. Financial intermediaries will be described and analyzed in general; primary emphasis will be on the way particular intermediaries, markets and financial instruments work and their effectiveness as transmitters of monetary policy. Topics to be studied include commercial banking, the mortgage market, the new financial instruments — NOW accounts, money market funds, branch banking and Eurodollars.</p> <p>Usually offered every year.</p> <p>Mr. Weckstein</p> |
| Economics 161a. The Firm in the International Economy | <p>The course begins by analyzing world economic growth, with emphasis on the historical pattern of rapid spurts of growth in particular countries. It then examines the impact of the global environment — changes in exchange rates, exchange controls, differential rates of growth and inflation and differences among countries in consumer types and business regulation — on the firm's sourcing, marketing and financing decisions. Attention is given to the concept of the international industry, the determinants of the number of firms worldwide, the international location of management and production and conflicts between firms and nation-states.</p> <p>Usually offered every year.</p> <p>Mr. Aliber</p> | Economics 175a. The Economics of Development | <p>This course draws upon formal models and empirical literature for the purpose of investigating economic growth, production, sectoral development, household fertility and savings decisions, and external trade and investment. The course will review applied literature within areas of topical interest, such as poverty and agricultural development in Africa, debt and macroeconomic policy in Latin America and the economic restructuring of socialist economies.</p> <p>Usually offered in even years.</p> <p>Mr. Jefferson</p> |
| Economics 171a. Financial Theory | <p>This course will cover a selection of topics at the frontier of theoretical work in finance. Topics will include the evaluation and selection of assets, the behavior of investors under risk, portfolio composition, theories of the equilibrium prices of assets such as the Capital Asset Pricing Model and the Arbitrage Pricing Model, prices of options, the controversies over the levels of dividends and debt and the efficient market hypothesis.</p> <p>Usually offered in even years.</p> <p>Mr. Capeci</p> | Economics 182a. Advanced Macroeconomics | <p>This course extends the analysis of macroeconomic issues introduced in ECON 82b. Special topics include inflation, unemployment, supply-side economics, rational expectations, the "twin deficits," monetarism, spending, long-run properties of short-run models and the microeconomics of macro models.</p> <p>Usually offered every year.</p> <p>Mr. Dolbear</p> |

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| Economics 184b. Econometrics | <p>An introduction to the theory and application of econometric models. The focus is on derivation, estimation and analysis of simple and multiple regression models. Topics include hypothesis and specification testing, heteroscedasticity and serial correlation, instrumental variables and two staged least squares, forecasting, dynamic modeling and simultaneous systems estimation. Recommended for students interested in techniques for analyzing business or economic data.</p> <p>Usually offered every year.</p> <p>Mr. Lewbel</p> | <p>IEF 201a. International Macroeconomics I</p> <p>Analysis of national accounts and economic fluctuations, equilibrium in goods and money markets, aggregate supply and demand and the role of trade and international capital movements. Open-economy concepts are stressed and international comparisons are used to highlight the microeconomic determinants of macroeconomic institutions and policy.</p> <p>Usually offered every year.</p> <p>Staff</p> |
| Economics 186b. Quantitative Models in Economics and Finance | <p>Survey of multi-equation quantitative models in economic and financial analysis. Model types to be covered will include macroeconomic models, financial and other simulation models, computable general equilibrium models, input-output analysis and linear programming. The course will emphasize application rather than theory and each segment will feature hands-on experiments with computerized models. Students will also be required to develop a simple model as an independent project. Some prior familiarity with spreadsheet programs, regression analysis and elementary matrix algebra will be helpful.</p> <p>Usually offered in odd years.</p> <p>Mr. Petri</p> | <p>IEF 202b. International Macroeconomics II</p> <p>Systematic treatment of open-economy macroeconomics for both small and large economies. Analysis of international flows of goods and capital, international financial arrangements and policy interdependence under fixed and flexible exchange rates. Review of the performance of different postwar financial regimes and of empirical results in exchange rate determination and forecasting.</p> <p>Usually offered every year.</p> <p>Mr. Gerlach</p> |
| Economics 187c. Workshop in Business and Forecasting | <p>The course develops an analytical framework for forecasting economic and financial market activities in the context of the American business cycle. A model-building approach is utilized to construct elementary and then intermediate and more contemporary models of the U.S. economy and financial markets. The theory, history and characteristics of business fluctuations are discussed and various forecasting methods are presented. Throughout, actual data and real world examples are used to develop students' understanding of the forecasting process.</p> <p>Usually offered in odd years.</p> <p>Mr. Sinai</p> | <p>IEF 203a. Analytical Problems in International Economics and Finance</p> <p>Introduction for first-year graduate students to important problems and basic analytical methods in the fields of international economics and finance. The course will cover contemporary issues in economic policy as well as cases in international financial and business strategy. The course will emphasize writing and presentation skills through short paper assignments and in-depth classroom discussions.</p> <p>Usually offered every year.</p> <p>Mr. Aliber and Ms. McCulloch</p> |
| Economics 188b. Optimization in Economics | <p>This course covers mathematical and statistical optimization techniques, including Lagrange Multipliers, Kuhn-Tucker methods, linear programming, game theory and decision theory. Applications will focus on microeconomic problems, especially production functions and utility maximization.</p> <p>Usually offered every year.</p> <p>Mr. Lewbel</p> | <p>IEF 205a. Financial Theory</p> <p>Covers a selection of topics at the frontier of theoretical work in finance. Topics will include the evaluation and selection of assets, the behavior of investors under risk, portfolio composition, theories of the equilibrium prices of assets such as the Capital Asset Pricing Model and the Arbitrage Pricing Model, prices of options, the controversies over the levels of dividends and debt and the efficient market hypothesis.</p> <p>Usually offered every year.</p> <p>Mr. Rathjens</p> |
| | | <p>IEF 211b. Case Studies in International Finance</p> <p>Case studies in the practice of international corporate finance in the areas of international exposure, corporate capital transactions, portfolio management, international banking and investment banking.</p> <p>Usually offered every year.</p> <p>Mr. Hughes</p> |

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| IEF 212b. Accounting and Financial Analysis II | <p>Analysis of the techniques used by accountants to measure assets, equities and profits, with particular emphasis on the preparation and especially interpretation of corporate financial statements. Survey of alternative accounting systems and analysis of authoritative pronouncements. Emphasis on international issues.</p> <p>Usually offered every year.</p> <p>Staff</p> | IEF 223a. Seminar: Europe 1992 | <p>The seminar will explore the economic implications of a unified European market with an eye to developing a framework for strategic business decisions. As background, larger issues will be explored such as the global market, the U.S. in a global market, mobility of factors and industries within the U.S., how some industries have responded to changing regulation and which key factors and institutions influence business decisions. Then the evolving specifics of Europe 1992 and the likely impact of the specific ramifications will be analyzed. Students will be expected to take an active involvement in discussions and prepare a business strategy plan for a specific industry facing 1992-related changes.</p> <p>Usually offered in even years</p> <p>Mr. Miles</p> |
| IEF 214b. International Business: Economics and Strategy | <p>Concepts and evidence from industrial organization and international trade are applied to problems of business strategy, focusing on competition in international markets. Specific topics include the structure of competition in international industries, strategic segmentation of international markets, international sourcing and contractual arrangements and the role of institutions such as trading firms and countertrade. The course also examines the role of official interventions through international regulatory bodies as well as national trade, investment and industrial policies.</p> <p>Usually offered every year.</p> <p>Mr. Weiner</p> | IEF 227b. The Japanese Economy | <p>Examination of Japanese economic history, growth and special features of Japanese economic institutions. Topics include various issues in labor economics, industrial organization, economic strategy at both the micro- and macroeconomic levels and prospective changes in dependence on trade.</p> <p>Usually offered every year.</p> <p>Mr. Evans</p> |
| IEF 221a. Laboratory in International Business | <p>This course will explore the internationalization of U.S. business through direct observation and participation in decisions faced by area companies. Some students will research case studies describing the past experiences of companies, while others will prepare consultant reports for companies that a recurrently developing internationalization strategies. Students will work largely independently in small teams supervised by faculty members.</p> <p>Usually offered every year.</p> <p>Ms. Hughes and Mr. Wolf</p> | IEF 265a. The Chinese Economy | <p>This course examines special features of important periods and episodes of China's modern economy, starting with the pre-revolutionary period and including the recent reform program. Major themes of the course include the impact of various institutional arrangements and experiments, investment priorities, population growth, foreign technology and trade on the pattern and rate of development of the Chinese economy. Since it is unlikely that any other country in the world has embraced the range of national economic objectives and variety of institutional arrangements that China has in the last half century, the study of China's economy offers valuable insights into comparative economic systems, problems of economic and social development and issues of industrial organization.</p> <p>Usually offered in odd years.</p> <p>Mr. Jefferson</p> |
| IEF 221b. Laboratory in International Business | <p>See description for IEF 221a. IEF 221a is not a prerequisite.</p> <p>Usually offered every year.</p> <p>Ms. Hughes and Mr. Wolf</p> | | |
| | | IEF 299b. Seminar in International Economics and Finance | <p>In-depth analysis of special topics in contemporary international economics and finance. The topics vary from year to year: in the past the seminar examined cases in international business and governmental negotiations, the evolution of Korean export and financial market policies and the history and implications of the U.S.-Canada Free Trade Agreement. The seminar features presentations by invited professionals and students. Students are required to participate actively and contribute several short research papers.</p> <p>Usually offered every year.</p> <p>Ms. McCulloch</p> |

Joint Program of Literary Studies

Comparative Literature, French, German, Russian and Spanish

Objectives

The joint program of literary studies accepts students desirous of obtaining an M.A. and/or Ph.D. degree in one of the areas listed above. Interdisciplinary in design, the program aims to train literary scholars and teachers whose professional capabilities will be broader than their individual specialties. Students will have the opportunity to study the theory of literature, history and theory of literary criticism, and scholarly methodology in addition to the specific literatures in which the degree will be earned. A small and carefully selected student body will work closely with the faculty of the program and with one another in a core curriculum before specializing. Students are encouraged to plan an individual program of studies within their field of interest in consultation with their advisor(s). Although the program encourages individual initiative, with the advice and consent of advisor(s), it should be stressed that all students, whatever their areas, must master the basic literature, primary and secondary, in their field. The General Examinations will assume both breadth and depth of such knowledge. (Reading lists for each area are available.)

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this program. Applications must be received no later than March 1. Please be sure to mark clearly the **area** of your choice (Comparative Literature, French, German, Russian or Spanish) on the application form. Each applicant must submit one or more college-level essays on a literary subject (one of which should be written in English) as a sample of work.

Faculty

Committee:

Professor
Edward Engelberg,
Chair
(Comparative
Literature)

Professor
Edward K. Kaplan
(Literary Theory)

Professor
Murray Sachs,
Chair
(French)

Professor
Robert Szulkin
(Russian)

Professor
Harry Zohn
(German)

Associate Professor
Dian Fox
(Spanish)

In addition, other faculty members of the Departments of Germanic and Slavic Languages and Romance and Comparative Literature participate in this program.

Degree Requirements

Master of Arts

Students who have completed two years of full-time study in residence may be awarded the M.A. degree. Such students must be in good standing (no incompletes). In addition, such students must have passed the language requirement, either by certification and/or examination, as follows: single area candidates one foreign language other than the major language. Finally, such students must have passed satisfactorily the Qualifying Examinations.

Doctor of Philosophy

Program of Study.

Individual programs of study will be arranged between students and their advisors. The core curriculum consists of several elements: all students in the program are obligated to enroll in JPLS 201 (The History and Theory of Criticism); all students will be held responsible for certain works on literary theory, literary history and aesthetics (not studied in the criticism seminars) at the time of the General Examination.

Although the program is designed to permit students to develop their studies coincident with their interests and talents, and in consultation with their advisor(s), full-time students are expected to enroll in at least **three** literary studies seminars each year during the first two years of residence. In addition to JPLS 201, first-year students are

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| | expected to augment this schedule with at least two additional seminars from the literary studies offerings, and suitable 100-level literature courses in areas of specialization (e.g., French, Spanish, German, etc.). | Dissertation and Defense. | The completed dissertation must be read and found acceptable by its director and two other readers before the candidate is eligible for the Final Oral Examination. The Final Oral Examination will be conducted by a committee of not less than four, one of whom must come from outside the candidate's area. |
| Residence Requirements. | The minimum residence requirement is two years of full-time study beyond the bachelor's degree. Additional course work during the third year is generally recommended. | Teaching. | All students in the program are expected to do some supervised teaching, either as a teaching assistant or by means of other arrangements. In some areas, where teaching assistantships may at times be unavailable, students will be expected to fulfill some teaching assignments (occasional class lectures, for example) without remuneration. |
| Language Requirement. | Students will be asked to demonstrate a reading competence in at least two foreign languages to be determined in consultation with their advisors. In certain areas of specialization, additional languages (e.g., Latin) may become necessary research tools. (Comparative literature students should consult the special statement of language requirements below.) Students must be certified in at least one language by the end of the first year in residence. | For Candidates in Comparative Literature. | 1. Any student in the program who declares candidacy in comparative literature should decide, as soon as possible, on a major and minor literature. The major literature must be one of those offered by either the Department of Germanic and Slavic Languages or Romance and Comparative Literature (but not Italian). The minor literature may be Italian, English, American or, after consultation, some other literature offered by the University. Exact "proportions" cannot be stated in advance and will be worked out in consultation between students and advisor(s). 2. Candidates in comparative literature are expected to take three language examinations as follows: a. The major language, which should be near level of mastery (reading, writing and speaking) on acceptance to the program. Students may simply be "certified" for this language if their level of competence is obvious. b. The second foreign language should be mastered as a reading language with a fluency that will permit easy access to all primary and secondary literature in the specified area. c. The third foreign language should be a reading tool for primary and especially secondary materials. It is quite possible that for certain areas of specialization — Medieval, Renaissance, etc. — additional languages will become necessary (e.g., Latin, Catalan, Old French). |
| Qualifying Examinations. | Qualifying examinations must be taken at the start of a student's second full year in residence, with the purpose of determining that the student is qualified to study literature productively at the graduate level. Only students who have a complete and satisfactory record for their first year will be permitted to take the Qualifying Examinations. No postponement of these examinations is allowed . The examinations are both written and oral, and will be scheduled each year for the third or fourth week in September. The examinations are prepared and conducted by a three-member faculty committee chosen at the end of the first year of study by the candidate in consultation with the candidate's faculty advisor. After the examinations, the candidate receives a detailed written evaluation from the three-member committee, based on the written and oral performances and on the entire record of the candidate's first year in residence. | | |
| General Examinations. | Students may take the General Examinations, which demonstrate full competency in their chosen discipline, whenever they and their advisors feel they can appropriately do so. However, all students are expected to have completed the General Examinations no later than the fall term of their fourth year in residence. Examinations will be offered twice each academic year, in October and May, and will consist of three written examinations and an oral examination. Details about the contents and procedures are available on request. | | |
| Admission to Candidacy. | Candidates will be recommended for admission to doctoral candidacy when the residence and language requirements have been met, the General Examinations have been successfully passed and a prospectus of the candidate's proposed dissertation topic has been approved by a committee of the area concerned. | | |

Courses of Instruction

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| Literary Studies 201a. History and Theory of Criticism: The Development of Modern Critical Theories | Offered every year. Mr. Kaplan | Literary Studies 215a. Poetry, Criticism and Modernity: Baudelaire and His Contemporaries | Usually offered every fourth year. Mr. Kaplan |
| Literary Studies 202b. Fiction: Theory and Practice | Usually offered in even years. Mr. Sachs | Literary Studies 216b. The End of the World | Readings in "High Modernism": Proust, Joyce, Mann, Yeats, T.S. Eliot. Usually offered every fourth year. Mr. Engelberg |
| Literary Studies 203a. Romantic Phenomena | Usually offered in even years. Mr. Engelberg | Literary Studies 217a. Russian Prose Forms and the European Tradition | This course will focus on three major Russian novels of the 19th century — <i>Dead Souls</i> , <i>War and Peace</i> and <i>The Brothers Karamazov</i> — in the double context of the novel in Europe and current critical theory. According to their interests, students will help shape the reading for this seminar; they will draw additional readings primarily from the work of Cervantes, Diderot, Rousseau, Sterne, Maturin and George Eliot. Usually offered every four years. Ms. Miller |
| Literary Studies 204a. Theory and Practice of Literary Translation | Usually offered in even years. Mr. Zohn | Literary Studies 301-306a and b. Readings in Area Studies: Tutorials | Usually offered every year. |
| Literary Studies 205a. Crosscurrents in the French and English Enlightenments | Usually offered every fourth year. Mr. Gendzier | 301a and b. Comparative Literature. Readings in Comparative Texts | Mr. Engelberg and Staff |
| Literary Studies 206b. The Comic in Literature: Theory and Practice | Usually offered every fourth year. Mr. Sachs | 302a and b. French. Readings in French Texts | Mr. Sachs and Staff |
| Literary Studies 207a. Marxist Criticism: Literature and Society in Early Modern Europe | Usually offered every fourth year. Ms. Harth | 303a and b. German. Readings in German Texts | Mr. Zohn and Staff |
| Literary Studies 208b. Cervantes in his European Context: Heritage and Lineage | Usually offered every fourth year. Ms. Fox | 304a and b. Russian. Readings in Russian Texts | Mr. Szulkin and Staff |
| Literary Studies 209a. Modern Phenomena | Usually offered in odd years. Mr. Engelberg | 305a and b. Spanish. Readings in Spanish Texts | Ms. Fox and Staff |
| Literary Studies 211a. The Tragic in Literature | Usually offered every fourth year. Mr. Engelberg | 306a and b. Latin-American. Readings in Latin-American Texts | Mr. Sanchez-Eppler and Staff |
| Literary Studies 212b. Techniques of Stylistic Analysis | Usually offered every fourth year. Mr. Frey | | |
| Literary Studies 213b. Modes of the Grotesque in Art and Literature | Usually offered every fourth year. Mr. Szulkin | | |

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| Literary Studies 351-355a and b. Directed Research | Open to advanced graduate students with the consent of the instructor and the chairman of the Literary Studies Program. Offered every year. | Comparative Literature 105b. Sex and Sensibility in Pre-Revolutionary European Novels | This course will study the concept of human nature with specific attention to whether people can be educated to control or influence their erotic feelings and states of happiness. We shall trace the roles of family, money, personal identity and social norms in structuring the 18th-century novel. The course will focus on the birth of the novel and of romanticism. Required texts: Richardson, Clarissa; Fielding, Tom Jones; Sterne, Tristram Shandy; Diderot, The Nun, Rameau's Nephew; Rousseau, Julie or the New Heloise; Goethe, Werther; Laclos, Dangerous Liaisons; Sade, Justine. |
| 351a and b. Comparative Literature | Mr. Engelberg and Staff | | Usually offered in even years. |
| 352a and b. French | Mr. Sachs and Staff | | Mr. Gendzier |
| 353a and b. German | Mr. Zohn and Staff | | |
| 354a and b. Russian | Mr. Szulkin and Staff | | |
| 356a and b. Spanish | Ms. Fox and Staff | | |
| 356a and b. Latin-American | Mr. Sanchez-Eppler and Staff | | |
| Literary Studies 400d. Dissertation Research | Offered every year. Staff | Comparative Literature 106a. European Romanticism: The Age of Contraries | Solitaries and rebels in works by Rousseau, Constant, Goethe, Stendhal, Poe, Bronte, Lermontov, Mann, Joyce. Usually offered in odd years. Mr. Engelberg |
| Following is a list of selected undergraduate courses in each of the areas that constitute the Joint Program of Literary Studies, which may be of special interest to graduate students. For a full list of all courses available consult the undergraduate bulletin under Departments of Germanic and Slavic Languages and Romance and Comparative Literature. | | | |
| Comparative Literature | | | |
| Comparative Literature 102a. Mythology in Medieval Literature | This course examines the tensions between pagan literature and Christian theology in the early and high Middle Ages and their resolution through moralized versions of classical myth. Readings in St. Augustine, The Song of Roland, Chrétien de Troyes, the Romance of the Rose, Dante, Petrarch, Sir Gawain and the Green Knight and Chaucer. Usually offered in even years. Ms. Perry | Comparative Literature 107b. European Modernism: The Age of Irony | This course explores the predominance of irony as a major mode of expression in modern art. Irony wears many masks: it often joins the tragic and the comic, deflates the pretentious and permits the artist to manipulate not only the elements of the art but also its audience. Readings in Flaubert, Chekhov, T.S. Eliot, Virginia Woolf, Hesse, Pirandello, Mann, Camus. Usually offered in odd years. Mr. Engelberg |
| Comparative Literature 103b. Madness and Folly in Renaissance Literature | A study of the theme of madness and folly as exemplified by the major writers of the Renaissance, including Erasmus, Rabelais, Montaigne, Boccaccio, Ariosto, Shakespeare, Jonson and Cervantes. Usually offered in odd years. Mr. Lansing | Comparative Literature 127b. The Rise of the Modern Short Story | A study of the emergence and development of the modern short story as a new literary genre in the 19th century, with some attention to defining those characteristics of the genre that most clearly differentiate it from the novel. Works by such exemplary writers as Mérimée, Gogol, Poe, Maupassant, Verga, Anatole France and Chekhov will be examined. Usually offered in even years. Mr. Sachs |
| Comparative Literature 104a. At the Threshold of the Modern World | The challenge to social constraints and the emergence of a new world-view in the West. How early modern literature treated issues of the self, social and sexual relations, women, religion and the philosophical spirit. Readings in Molière, Pascal, Descartes, Aphra Behn, Jonson, Fontenelle, Mme. de Lafayette, Defoe. Usually offered in even years. Ms. Harth | Comparative Literature 137a. Dada and Surrealism | The Dadaists first assaulted bourgeois society in Zurich before World War I. Their provocative and humorous diatribes were employed by Dada-Surrealists in Berlin, New York and Paris. We shall examine their manifestos, literature, art and films, which display a rebellious spirit extolling the liberated subconscious, the values of spontaneity and authenticity, the joys of love and freedom. Usually offered in odd years. Mr. Gendzier |

Comparative
Literature 144b.
**The Outsider as
Artist and Lover**

Autobiographical, philosophical and literary writings of Kierkegaard, Baudelaire and Kafka, which exemplify the struggle to achieve meaning in an antagonistic age. All were "alienated" writers who believed that their dedication to art or God required them to renounce love and marriage. We shall explore the interrelation of creativity, religious experience and human intimacy in their writings, using Martin Buber to define these problems in today's terms.

Usually offered in even years.

Mr. Kaplan

Comparative
Literature 150a.
**The European
Novel: Realism**

A study of major European novels of the 18th and 19th centuries that were especially influential in shaping a new tradition in the art of fiction: the novel of realism. The development and evolution of the novel of realism will be traced through the close reading of novels by such authors as Laclos, Jane Austen, Balzac, Dickens, Flaubert, Galdós, Tolstoy, Zola, Fontane.

Usually offered in even years.

Mr. Sachs

Comparative
Literature 151b.
**The European
Novel: Modern
Period**

This course examines one of the major motifs (and the fictional techniques that define it) in the modern European novel: Time and Memory. We will examine novelistic devices such as "modernized" myth, "stream of consciousness," parallel and multiple "plots," moments of "vision." Authors such as Proust, James, Mann, Joyce, Woolf, Kafka.

Usually offered in even years.

Mr. Engelberg

Comparative
Literature 164a.
**Family Portraits:
The Orphaned Self**

This course examines sociological/psychological aspects that shaped the representation of the family in literature. We will trace how the disintegration of the family leads to the "orphaned self." Readings in such authors as Balzac, Dickens, Brontë, Kafka, Turgenev, Ibsen, Strindberg, Woolf, O'Neil, Thomas Mann, Henry James.

Usually offered in odd years.

Mr. Engelberg

Comparative
Literature 170b.
**Tragedy and
Modernism: Buchner
to Beckett**

This course examines various types of modern tragedy from Buchner to Beckett. Among these types are Naturalist Tragedy (Strindberg), Realist and Symbolist Tragedy (Ibsen and O'Neil) and Verse Tragedy (T.S. Eliot and W.B. Yeats).

Usually offered in odd years.

Mr. Engelberg

Comparative
Literature 174a.
**Sex, Class and
Literature in Europe**

Interconnections of sex, gender and class in the revolutionary, social, political and industrial climate of 19th-century Europe. An examination of how social and sexual power relations enacted in love, marriage and work were ideologically constructed in the fictional and theoretical literature of the period. Writers to be studied include Charlotte Brontë, Elizabeth Gaskell, Flaubert, Mills, Engels, Gissing, Freud, Gorky.

Usually offered in odd years.

Ms. Harth

Comparative
Literature 185a.
**Dickens and
Dostoevsky**

This course will consider such issues as narrative technique, literary realism and the manipulation of the grotesque and the sublime in representative works of Dickens and Dostoevsky. Because Dostoevsky was an avid reader of Dickens, we shall address the question of literary influence, particularly with regard to their shared thematic interests: e.g., the rise of the modern city and the depiction of childhood.

Usually offered every fourth year.

Ms. Miller

Comparative
Literature 199b.
**The Roots of
Literature**

An inquiry into the origins of literature as revealed by ancient and modern myths and texts.

Usually offered every fourth year.

Mr. Yglesias

French

French 120a.
**The French Middle
Ages**

This course will explore medieval authors use of a variety of literary genres to represent and comment upon the society in which they lived, in particular the relationships between men and women, between individuals and the feudal structure, between individual conscience and the strictures of the Catholic church, between the author and his work. Texts will be read in modern French: Chrétien de Troyes *Yvain*, the *Lais* of Marie de France, *Le roman de Tristan et Iseut*, *Le Roman de la rose*, Aucassin et Nicolette, the poetry of Rutebeuf, of Villon, of Christine de Pizan and of Charles d'Orléans a selection of *fabliaux*, *La Farce de Maistre Pathelin*.

Usually offered in odd years.

Ms. Perry

French 122b.
**The French
Renaissance**

An exploration of the themes of alienation and exile in relation to the role of classical texts, women writers and Protestantism in the development of French Renaissance literature. Readings will include works by Marot, Scève, Du Guillet, Labé, Marguerite de Navarre, Rabelais, Du Bellay, Ronsard, Montaigne, D'Aubigné.

Usually offered in even years.

Ms. Perry

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| French 130a. French Classicism | <p>This course will explore the relationship of literature to power. The writers we study were controlled directly or indirectly by Louis XIV, who managed France's culture to suit his political purposes. We will look at the unity of this culture — the integration of literature into the other arts — in the service of power. Representative authors: Corneille, Racine, Molière, Pascal, Boileau, La Fontaine, La Rochefoucauld, La Bruyère.</p> <p>Usually offered in even years.</p> <p>Ms. Hale</p> | French 160b. Nineteenth Century French Fiction | <p>By focusing on the great landmark achievements in the novel (by Stendahl, Balzac, Flaubert and Zola), and the finest short stories (by Merimée, Balzac, Flaubert and Maupassant), this course will seek to discover why fiction grew to be the dominant literary form of the 19th century in France and why realism was the aesthetic ideal of the age. All readings in French. Conducted in French.</p> <p>Usually offered in odd years.</p> <p>Mr. Kaplan</p> |
| French 132b. The French Enlightenment | <p>The origins of Romanticism and Realism; modern notions of tolerance, the pursuit of happiness, feminism; conflicts between primitivism and progress, rationalism and experience, secular humanism and religious morality. These themes will be analyzed in such writers as Cyrano de Bergerac, Fontenelle, Bayle, Montesquieu, Voltaire, Diderot, Rousseau and Sade.</p> <p>Usually offered in even years.</p> <p>Mr. Gendzier</p> | French 162a. Twentieth Century French Fiction | <p>A study of the theory and practice of French novelists in the 20th century. Authors to be considered include: Gide, Mauriac, Sartre, Beckett, Robbe-Grillet, Tournier, Duras. Particular attention will be paid to the notion of authorial presence in the novel.</p> <p>Usually offered in even years.</p> <p>Ms. Hale</p> |
| French 140b. Twentieth Century French Drama | <p>An examination of the theory and practice of 20th century French theater. Works by Jarry, Artaud, Ciraudoux, Anouilh, Sartre, Adamov, Ionesco, Gênet and Beckett will be considered.</p> <p>Usually offered in even years.</p> <p>Ms. Hale</p> | French 174b. Contemporary French Civilization | <p>This course is organized around the notion of La Vie Quotidienne in France. We shall learn how to use the post office, the telephone, the transportation system, as well as how to write a letter and decipher a menu and wine list. We shall study the world of ideas, letters, movies, theater and painting. Along with the reading of several masterpieces of modern literature, we shall review the current status of political and literary theory, architectural innovations and feminist criticism.</p> <p>Usually offered every year.</p> <p>Mr. Gendzier</p> |
| French 144a. Samuel Beckett's Drama | <p>In this course we shall examine the notion that Beckett has invented new dramatic forms to correspond to changes in the concepts of time, space and movement that have occurred in our century. Texts for stage, television, radio and cinema will be read.</p> <p>Usually offered every year.</p> <p>Ms. Hale</p> | French 180b. French Writing Outside of France | <p>This course will explore how an extraordinarily rich, new world literature, based on the notion of difference and resulting from the intermixing of cultures, has emerged from the confines of the French language. We shall read literary masterpieces from such geographically diverse places as North America, the Caribbean, Africa, the Maghreb and Southeast Asia.</p> <p>Readings will be supplemented by films.</p> <p>Usually offered in odd years.</p> <p>Ms. Marx-Scouras</p> |
| French 150b. Modern French Poetry | <p>From Romanticism to Symbolism, the foundations of modern French poetry. Close reading of Baudelaire's <i>Les Fleurs du Mal</i> and selected verse of Rimbaud, Verlaine, Mallarmé and Valéry. The themes of good and evil, the role of art, conceptions of language, and the changing mission of the poet will be emphasized.</p> <p>Usually offered in even years.</p> <p>Mr. Kaplan</p> | German | |
| French 152a. French Romanticism | <p>The Romantic Revolution dominated France during the first half of the 19th century. We shall study Victor Hugo's central contributions and principal works of fiction; poetry and drama by Balzac, Lamartine, Vigny, Musset. Selections from Baudelaire will exemplify the breakdown of French Romanticism.</p> <p>Usually offered in even years.</p> <p>Mr. Kaplan</p> | German 102a. German Literature Before 1700 | <p>Lectures and readings in German. Though the emphasis will be on Minnesang, the Middle High German epics, and Baroque literature, there will be some attention to the Gothic and Old High German periods as well as to the literature of the Reformation.</p> <p>Usually offered every third year.</p> <p>Ms. Strenger</p> |

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| German 110a. Introduction to the Life and Works of Goethe | Intensive study of many of Goethe's dramatic, lyric and prose works, including <i>Goetz</i> , <i>Werther</i> , <i>Faust I</i> and a comprehensive selection of poetry. Lectures and readings in German. | German 160b. German Drama and Lyric Poetry from Naturalism to the Second World War | A survey of major trends in these genres with an emphasis on close analysis of selected works by such writers as Hauptmann, Hofmannsthal, Schnitzler, Kaiser, Brecht, Rilke and George. |
| | Usually offered every third year. | | Usually offered every third year. |
| | Mr. Zohn | | Mr. Frey |
| German 120a. Enlightenment, Storm and Stress, Idealism: Lessing, Lenz and Schiller | A survey of the literary and intellectual movements — Enlightenment, Storm and Stress, Idealism — that eventually culminated in German Classicism. Emphasis will be on close analysis of representative works by Lessing, Lenz and Schiller. Lectures and readings in German. | German 170b. Starting from Zero: German Literature Since World War II | We will trace the efforts of a new generation of German writers in both West and East Germany to come to terms with the horrors of war and totalitarianism and with the materialism of the post-war "economic miracle." Literary investigations will focus on major writers and poets such as Grass, Johnson, Lenz, Wolf, Böll, Celan, Sachs, Bachmann, Dürrenmatt, Frisch, Weiss and Handke. Class discussions will be in English. Readings available in German and in English translation. Viewing of recent German films will supplement material. |
| | Usually offered every third year. | | |
| | Mr. Frey | | |
| German 130b. German Romanticism | The course studies literary and theoretical works of the Romantic movement and examines concurrent attitudes toward the German past, religion, philosophy, art, music and science. Lectures and readings in German. | | Usually offered every third year. |
| | Usually offered every third year. | | Mr. Frey |
| | Ms. Strenger | | |
| German 140a. German Literature in the Nineteenth Century | A study of German, Austrian and Swiss prose, poetry and drama from Heine to Hauptmann, including the major figures of "Young Germany," Poetic Realism and Realism (Büchner, Droste-Hülshoff, Mörike, Grillparzer, Gotthelf, Hebbel, Stifter, Nestroy, Keller, Raabe, Fontane, etc.). Lectures and readings in German. | German 180a. Twentieth Century Prose: Mann, Kafka, Hesse | A survey of the work of these three important authors in the context of early 20th century literary movements. Special emphasis will be given to close analysis and discussion of selected texts. Lectures and readings in German. |
| | Usually offered every third year. | | Usually offered every third year. |
| | Mr. Zohn | | Mr. Zohn |
| German 150a. The Jewish Contribution to German Literature | This course will examine the literary harvest of the German-Jewish symbiosis from the Minnesinger Süsskind von Trimberg to Nelly Sachs, the poetess of the Holocaust, concerning itself with those Jewish writers in or from Germany (Heine, Wassermann, Lasker-Schüler), Austria (Beer-Hofmann, Schnitzler, S. Zweig) and Czechoslovakia (Kafka, Brod, Werfel) whose writings reflect Jewish themes or were shaped by the creative tension between the writers' Jewishness and the culture of German-speaking countries. | German 190b. Vienna at the Turn of the Century | The literary and cultural scene in imperial Vienna during the final decades of Franz Joseph's reign will be explored through the works of such writers as Schnitzler, von Hofmannsthal, Zweig, Altenberg, Herzl and Kraus. Attention will be paid to the relationship between men of letters and innovative thinkers, artists and musicians like Freud, Wittgenstein, Klimt, Loos, Schiele, Mahler and Schoenberg. |
| | Lectures and readings in English. Students with advanced preparation will be expected to do the reading in German. | | Usually offered every third year. |
| | Usually offered every third year. | | Mr. Zohn |
| | Mr. Zohn | | |
| | | German 195b. The Culture of the Weimar Republic | The focal point will be Berlin in the troubled but fecund decade-and-a-half between the end of World War I and the accession of the Hitler regime. The course will explore aspects of the culture of the time, including literature and music (serious and popular), art and architecture (Grosz and Gropius), the Neue Sachlichkeit (new sobriety) in its various manifestations, the theater of Max Reinhardt and Erwin Piscator, the musical theater of Brecht and Weill, the satire of Kurt Tucholsky and Erich Kästner, and the fabled cabarets of Berlin. |
| | | | Usually offered every third year. |
| | | | Mr. Zohn |

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| <p>Italian</p> <hr/> <p>Italian 110a. Introduction to Italian Literature</p> <p>This course will be a survey of the masterpieces of Italian literature from Dante to the present. It is designed to introduce the student to the major literary periods, styles, genres, and to present an overview of the history of the literature. All reading, writing, lectures and discussion will be in Italian. Reading in Dante, Boccaccio, Petrarca, Machiavelli, Leopardi, Verga and Pirandello.</p> <p>Usually offered in even years.</p> <p>Mr. Lansing</p> | <p>Russian 134b. Stories and Plays of Chekhov</p> <p>A detailed chronological investigation of the evolution of Chekhov's art — a blend of realism and symbolism. Emphasis on the major themes, method of characterization and literary style of the stories; his innovative techniques in drama; certain thematic parallels between the late stories and the plays. Conducted in English with readings available in Russian for concentrators and in English translation.</p> <p>Usually offered in even years.</p> <p>Ms. Miller</p> |
| <p>Italian 110b. Modern Italian Literature</p> <p>Analysis of major works by Verga, Pirandello, Svevo, Moravia, Lampedusa, Pavese and Vittorini with respect to the political, economic and social problems of post-Risorgimento Italy. Lectures, discussion, readings and written work in Italian.</p> <p>Usually offered in even years.</p> <p>Mr. Lansing</p> | <p>Russian 135a. The Short Story in Russia</p> <p>This course will focus on the great tradition of the short story in Russia. This genre has always invited stylistic and narrative experimentation as well as being a vehicle for the striking, if brief, expression of complex social, religious and philosophical themes. The works of such great prose innovators as Pushkin, Gogol, Turgenev, Dostoevsky, Leskov, Tolstoy and Chekhov offer confirmation of this notion.</p> <p>Usually offered in even years.</p> <p>Ms. Miller</p> |
| <p>Italian 140a. Dante's Divine Comedy</p> <p>A close study of the entire poem — <i>Inferno</i>, <i>Purgatorio</i>, <i>Paradiso</i> — as a symbolic vision of reality reflecting the culture and thought — political, philosophical, theological — of the Middle Ages. Readings will include two minor works, the <i>Vita Nuova</i> and <i>On Monarchy</i>. No knowledge of Italian is required.</p> <p>Usually offered in odd years.</p> <p>Mr. Lansing</p> | <p>Russian 136b. The Literature of Autobiography, Childhood Reminiscence and Confession</p> <p>Despite the difficulties in attempting a genuine autobiography, childhood reminiscence or confession, Russian writers from Avvakum on have undertaken to express themselves authentically within these forms. Yet many of them, recognizing the problematic nature of a sincere first person utterance, have made fictional use of it to exploit and portray moral paradoxes. Readings will be drawn from Avvakum, Tolstoy, Dostoevsky, Nabokov and others.</p> <p>Usually offered in even years.</p> <p>Ms. Miller</p> |
| <p>Russian</p> <hr/> <p>Russian 120b. Literary Crosscurrents: Russia and the West</p> <p>Such writers as Gogol, Dostoevsky, Turgenev, Tolstoy and Chekhov, while fiercely proud of their Russian literary heritage, also learned about the craft of fiction from Western writers. This course will study representative works in response to the West and to such trends as the impact of Napoleon, the rise of the city and the changing role of women. Readings and emphases will vary.</p> <p>Usually offered in even years.</p> <p>Ms. Miller</p> | <p>Russian 137a. The Heroine in Nineteenth Century Russian Literature</p> <p>The remarkable women who populate prose fiction in 19th century Russia are virtually all the creations of male writers who often affirm the very conventions and moralities their female characters try to transcend. This course will examine questions of female representation and identity in readings from Pushkin, Lermontov, Gogol, Aksakov, Concharov, Turgenev, Dostoevsky, Tolstoy and Chekhov.</p> <p>Usually offered in odd years.</p> <p>Ms. Miller</p> |
| <p>Russian 130a. Nineteenth Century Russian Literature</p> <p>A comprehensive survey of the major writers and themes of the 19th century, including Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov and others. Conducted in English. Readings available in Russian and in English translation.</p> <p>Usually offered in even years.</p> <p>Ms. Miller</p> | <p>Russian 146a. Dostoevsky</p> <p>A comprehensive survey of Dostoevsky's life and works, with special emphasis on his five major novels. Conducted in English. Readings available in Russian for concentrators and in English translation.</p> <p>Usually offered in odd years.</p> <p>Ms. Miller</p> |

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| Russian 147b. Tolstoy | This course will study the major novels and short stories of Leo Tolstoy (such as The Cossacks , Family Happiness , War and Peace , Anna Karenina , "The Death of Ivan Ilych," "Master and Man," "Father Sergius") against the backdrop of 19th century history and with reference to 20th century critical theory. Usually offered in even years. Ms. Miller | Spanish 120a. Cervantes: In Depth Study of <i>Don Quijote</i> | A reading for fun and critical insight into what is often called "the first modern novel," Miguel de Cervantes' <i>Don Quijote</i> . We will also discuss various literary antecedents to this famous work, and some reasons for its reputation as a major influence on subsequent fiction throughout Europe. Usually offered in even years. Ms. Fox |
| Russian 148a. Survey of Russian Theater from 1719 to 1917 | Social, political and literary forces that were instrumental in the development of Russian theater from the late 18th century to the Bolshevik Revolution. Major emphasis given to important plays and playwrights of the 19th century, such as Fonvizin, Griboedov, Pushkin, Gogol, Ostrovsky, Tolstoy, Chekhov, Gorky and Andreyev. Usually offered in odd years. Mr. Szulkin | Spanish 125b. Heart of the Golden Age | The most intense period of Spain's Renaissance-Baroque literary genius, 1543-1642, produced in print and on the stage a series of enduring literary achievements. Readings include ballads and lyric poetry of Garcilaso, San Juan, Góngora; the prose of the Abencerraje , Cervantes Novelas ejemplares , and Quevedo's picaresque novel, El buscón ; and the innovative drama of Lope, Tirso and Calderón. Usually offered in odd years. Ms. Fox |
| Russian 148b. A Survey of Twentieth Century Russian Theater: Chekhov to the Present | History and development of Russian drama from Chekhov to the present. Conducted in English. Readings available in Russian and in English translation. Usually offered in odd years. Mr. Szulkin | Spanish 140a. Masters of Spanish Poetry | Usually offered in even years. Mr. Yglesias |
| Russian 149b. Twentieth Century Russian Literature, Art and Theater | We will focus on the three decades 1900-1930 and their various artistic movements (Futurism, Constructivism, Imagism, Cubism, Dada, Surrealism) as reflected in literature, painting and theater. We will explore the interrelationships between these artistic movements and the political scene. Readings will illustrate the richness of this modern period of Russian culture. Conducted in English. Readings in English translation. Usually offered in odd years. Mr. Szulkin | Spanish 160a. Studies in Latin American Literature I | The new Latin American narrative is the focus of this course. Texts by Borges, Rulfo, Cortazar, Carpentier, Garcia Marquez, Fuentes, among others. Discussion of their innovative qualities, as well as their relation to their cultural and historical framework. Usually offered every year. Mr. Sanchez-Eppler |
| Spanish | | Spanish 160b. Studies in Latin American Literature II | Topic varies from year to year. Usually offered every year. Mr. Sanchez-Eppler |
| Spanish 111b. Introduction to Spanish American Literature | Study of major periods, movements, works and authors from the Conquest, through the wars of independence, to the middle of the 20th century. Usually offered in odd years. Staff | Spanish 161a. Masters of Modern Latin American Poetry | Development of 20th century poetics through the works of Dario, Vallejo, Neruda and Paz. Usually offered in even years. Mr. Yglesias |
| Spanish 112b. Indigenous Literatures of Latin America | Study of poetry, fiction and theater, as well as historical accounts and mythical narrative, produced by the indigenous peoples of Latin America, from pre-Columbian to the contemporary period. Usually offered in even years. Staff | Spanish 165a. Latin American Literature and Culture | A seminar for seniors and graduate students that will focus on fundamental authors, movements and themes to develop a research-oriented discussion of textual, socio-historical and aesthetic problems, ideas and poetics. Usually offered in even years. Mr. Sanchez-Eppler |

**Spanish 170b.
The Generation of
1898**

Readings from Unamuno, Baroja, Azorín,
Machado, Canivet.

Usually offered in odd years.

Staff

**Spanish 180b.
Twentieth Century
Spanish Literature**

A study of major writers, works, styles and
movements of the 20th century, in Spanish.

Usually offered in even years.

Staff

**Spanish 190a.
Latin American
Fiction in
Translation**

Much of the most vital fiction of the last 30
years is to be found in the Third World,
especially that lying to the south of us. This
course will consider a number of major Latin
American novels and stories in an effort to
identify significant trends of divergence and
convergence with regard to the mainstream of
Western narrative.

Usually offered in even years.

Mr. Yglesias

Mathematics

Objectives

The graduate program in mathematics is designed primarily to lead to the Doctor of Philosophy degree. The formal course work is devoted to giving the student a broad foundation for work in modern pure mathematics. An essential part of the program consists of seminars on a variety of topics of current interest in which mathematicians from Greater Boston often participate. In addition, the Brandeis-Harvard-MIT Mathematics Colloquium gives the student an opportunity to hear the current work of eminent mathematicians from all over the world.

Admission

The general requirements for admission to graduate work in mathematics are the same as those for the Graduate School as a whole. The department has available a variety of fellowships and scholarships for well-qualified students. To be considered for such financial support the student should submit an application by February 15.

Faculty

Professor
Mark Adler,
Chair:
Analysis: differential equations, completely integrable systems.

Professor
Maurice Auslander:
Noncommutative algebra.
Homological algebra.

Professor
Edgar H. Brown, Jr.:
Algebraic topology: manifolds, cobordism, surgery, homotopy theory.

Professor
David A. Buchsbaum:
Commutative algebra.
Homological algebra.

Professor
David Eisenbud,
Graduate Advisor:
Commutative algebra.
Algebraic geometry.
Knot theory and singularities of complex varieties.

Professor
Ira Gessel:
Theoretical computer science, enumerative combinations.

Professor
Michael Harris:
Arithmetic of Abelian varieties over number fields. Class field theory. P-adic representation theory. L-functions.

Professor
Kiyoshi Igusa:
Algebraic K-theory.

Professor
Harold I. Levine:
Differential topology. Singularities of differential maps.

Professor
Jerome P. Levine:
Differential topology. Knot theory and related algebra.

Professor
Teruhisa Matsusaka:
Algebraic geometry. Classification and deformations of algebraic varieties.

Professor
Alan L. Mayer:
Classical algebraic geometry and related topics in mathematical physics.

Professor
Paul B. Monsky:
Number theory. Arithmetic algebraic geometry.

Professor
Richard S. Palais:
Nonlinear partial differential equations. Calculus of variations in geometry of mathematical physics. Transformation groups.

Professor
Gerald W. Schwarz:
Algebraic groups. Transformation groups.

Visiting Professor
Pierre van Moerbeke:
Stochastic processes. Korteweg-deVries equation.
Toda lattices.

Associate Professor
Daniel Ruberman:
Geometric topology: knots and low dimensional manifolds.

Assistant Professor
Wolfram Gerdes:
Differential topology. Algebraic K-theory.

Assistant Professor
Kathryn Lesh:
Algebraic topology: unstable homotopy theory.

Assistant Professor
Kenji Matsuki:
Algebraic geometry, classification of higher dimensional varieties.

Assistant Professor
Takahiro Shiota:
Analysis: partial differential equations.

Assistant Professor
Kari Vilonen:
Intersection homology. Perverse sheaves. D-modules.

Degree Requirements

Master of Arts

1. One year's residence as a full-time student.
2. Successful completion of an approved schedule of courses.
3. Satisfactory performance in the basic courses in algebra, analysis, topology and geometric analysis—or equivalent examinations (see Program of Study).
4. Proficiency in reading French, German or Russian.

Doctor of Philosophy

1. Two years' residence as a full-time student.
2. Successful completion of an approved schedule of courses.
3. Superior performance in the basic courses in algebra, analysis, topology and geometric analysis—or equivalent examinations (see Program of Study).
4. Participation in the second-year seminar.
5. Superior performance in the qualifying examination.
6. Proficiency in reading two of French, German or Russian.
7. Doctoral dissertation approved by the department.
8. Successful defense of the dissertation.

Program of Study.

The normal first year of study consists of MATH 101a and b, 111a and b and 121a and b. In exceptional circumstances and only with the permission of the graduate advisor, a student with superior preparation may omit one or more of these courses and elect higher level courses instead. In this case he or she must take an examination in the equivalent material during the first year. The second year's work will normally consist of MATH 110a and higher level courses in addition to preparation for the qualifying examinations described below and participation in the second-year seminar. Upon completion of the qualifying examinations, the student will choose a dissertation advisor and begin work on a thesis. This should be accompanied by advanced courses and seminars.

Qualifying Examination.

The qualifying examination consists of two parts: a major examination and a minor examination. Both are normally taken in the latter part of the second year but may occasionally be postponed until early in the third year. For the major examination the student will choose a limited area of mathematics, e.g., differential topology, or several complex variables, or ring theory—and a major examiner from among the faculty. Together they will plan a program of study and a subsequent examination in that material. The aim of this study is to prepare the student for research toward the Ph.D. The minor examination will be more limited in scope and less advanced in content. The procedures are similar to those for the major examination, but its subject matter should be significantly different.

Admission to Candidacy.

To be admitted to candidacy for the Ph.D. degree in mathematics, the student must have successfully completed the qualifying examination, must demonstrate proficiency in reading French, German or Russian and must be recommended for candidacy by the department.

Dissertation and Defense.

The doctoral degree will be awarded only after the submission and acceptance of an approved dissertation and after the successful defense of that dissertation.

Courses of Instruction

Mathematics 101a. Algebra I

Groups, rings, modules. Galois theory, affine rings and rings of algebraic numbers. Multilinear algebra. The Wedderburn Theorem. Other topics as time permits.

Usually offered every year.

Mr. Mayer

Mathematics 110a. Geometric Analysis

Manifolds, tensor bundles, vector fields and differential forms. Frobenius theorem. Integration, Stoke's theorem and deRham's theorem.

Usually offered every year.

Mr. H. Levine

Mathematics 101b. Algebra I

A continuation of Mathematics 101a.

Usually offered every year.

Mr. Monsky

Mathematics 110b. Geometric Analysis

The correspondence between Lie groups and Lie algebras. Exponential map, homomorphisms, Lie subgroups, and homogeneous spaces. Representations of compact Lie groups.

Usually offered every year.

Mr. Eisenbud

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| Mathematics 111a. Real Analysis | Measure and integration. LP spaces, Banach spaces, Hilbert spaces. Radon Nikodyn, Riesz representation and Fubini theorems. Fourier transforms. Usually offered every year. Mr. Gerdes | Mathematics 202b. Algebraic Geometry I | A continuation of MATH 202a. Usually offered every year. Mr. Matsuki |
| Mathematics 111b. Complex Analysis | The Cauchy integral theorem, calculus of residues and maximum modulus principle. Harmonic functions. The Riemann mapping theorem and conformal mappings. Other topics as time permits. Usually offered every year. Mr. H. Levine | Mathematics 203a. Number Theory | Some of the following topics will be covered: basic algebraic number theory (number fields, Ramification theory, class groups, Dirichlet unit theorem); zeta and L-functions (Riemann-function, Dirichlet L-functions, primes in arithmetic progressions, prime number theorem); class field theory; modular functions and modular forms; cyclotomic fields; automorphic forms on Adele groups. Usually offered every year. Mr. Harris |
| Mathematics 121a. Topology I | Point set topology, fundamental group, covering spaces. Simplicial complexes, elementary homology and cohomology theory with applications. Manifolds and orientation, cup and cap products, Poincaré duality. Other topics as time permits. Usually offered every year. Mr. Ruberman | Mathematics 203b. Number Theory | A continuation of Mathematics 203a. Usually offered every year. Mr. Harris |
| Mathematics 121b. Topology I | A continuation of MATH 121a. Ms. Lesh | Mathematics 211a. Topics in Differential Geometry and Analysis | Usually offered every year. Mr. Shiota |
| Mathematics 150a. Combinatorics | Emphasis is on enumerative combinatorics. Generating functions and their applications to counting graphs, paths, permutations and partitions. Bijective counting, identities, Lagrange inversion and Möbius inversion. Usually offered in odd years. Staff | Mathematics 211b. Topics in Differential Geometry and Analysis | Usually offered every year. Mr. Van Moerbeke |
| Mathematics 200a. Second Year Seminar | Usually offered every year. Mr. J. Levine | Mathematics 221a. Topology II | Elementary homotopy theory, fibrations, obstruction theory and spectral sequences. Usually offered every year. Mr. Brown |
| Mathematics 201a. Topics in Algebra | Commutative algebra. A brief tour of elementary commutative algebra and several more advanced topics. Usually offered every year. Mr. Eisenbud | Mathematics 221b. Topology II | Differential topology: transversality and characteristic classes. Geometric definitions of cobordism, computation via homotopy theory. Other topics as time permits. Usually offered every year. Mr. J. Levine |
| Mathematics 201b. Topics in Algebra | Usually offered every year. Mr. Auslander | Mathematics 250a. Riemann Surfaces | An introductory course to Riemann surfaces. Usually offered in even years. Mr. Mayer |
| Mathematics 202a. Algebraic Geometry I | Introduction to the basic objects and techniques of modern algebraic geometry. Usually offered every year. Mr. Vilonen | Mathematics 291d. Fellowship of the Ring — Seminar in Commutative Algebra | Research seminar; not normally taken for credit. Usually offered every year. Staff |

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| Mathematics 293d. Topology Seminar | Research seminar; not normally taken for credit. Usually offered every year. Staff | Mathematics 311a. Differential and Pseudodifferential Operators on Vector Bundles | Usually offered every year. Mr. H. Levine |
| Mathematics 294d. Differential Geometry Seminar | Research seminar; not normally taken for credit. Usually offered every year. Mr. Palais | Mathematics 311b. Advanced Topics in Analysis | Usually offered every year. Staff |
| Mathematics 295d. Algebraic Geometry Seminar | Research seminar; not normally taken for credit. Usually offered every year. Staff | Mathematics 321a. Topology III | Usually offered every year. Staff |
| Mathematics 296d. Seminar in Artin Rings and Representation Theory | Research seminar; not normally taken for credit. Usually offered every year. Staff | Mathematics 321b. Topology III | A continuation of MATH 321a. Usually offered every year. Mr. Igusa |
| Mathematics 297d. Number Theory Seminar | Research seminar; not normally taken for credit. Usually offered every year. Staff | Mathematics 324a. Advanced Topics in Lie Groups and Representation Theory | Usually offered in odd years. Staff |
| Mathematics 299a and b. Readings in Mathematics | Usually offered every year. Staff | Mathematics 324b. Advanced Topics in Lie Groups and Representation Theory | A continuation of MATH 324a. Usually offered in odd years. Mr. Vilonen |
| Mathematics 301a. Representation Theory of Artin Algebras | An introduction to the theory of Artin algebras including such topics as almost split sequences, tilting theory and covering theory. Familiarity with basic homological algebra will be assumed. No algebra theory is assumed. Usually offered in even years. Mr. Auslander | Mathematics 326a. Topics in Algebraic Groups and Invariant Theory | Usually offered every year. Mr. Adler |
| Mathematics 302a. Topics in Algebraic Geometry | Complex and algebraic theory of Abelian varieties. Usually offered in even years. Mr. Matsusaka | Mathematics 326b. Topics in Algebraic Groups and Invariant Theory | A continuation of MATH 326a. Usually offered every year. Mr. Adler |
| Mathematics 302b. Topics in Algebraic Geometry | Moduli spaces of curves. An introduction to their construction and to the geometry of M_g and $M_g, 1$ for g . Usually offered in even years. Mr. Matsusaka | Mathematics 399a and b. Readings in Mathematics | Usually offered every year. Staff |
| | | All graduate courses will have organizational meetings the first week of classes. | |
| | | Mathematics 401-417d. Research | Independent research for the Ph.D. degree. 401d. Mr. Auslander 410d. Mr. Eisenbud 402d. Mr. Brown 411d. Mr. Mayer 403d. Mr. Buchsbaum 412d. Mr. Van Moerbeke 404d. Mr. H. Levine 405d. Mr. J. Levine 413d. Mr. Igusa 406d. Mr. Matsusaka 414d. Mr. Adler 407d. Mr. Monsky 415d. Mr. Harris 408d. Mr. Palais 416d. Mr. Gessel 409d. Mr. Schwarz 417d. Mr. Ruberman |

Music

Objectives

The graduate program in music, leading to the degrees of Master of Fine Arts and Doctor of Philosophy, is designed to provide a command of the craft of composition and an understanding of the nature, structural basis and historical development of music.

The following general fields of study are offered in music:

1. Composition and Theory. This program, emphasizing composition and supported by studies in theory and analysis, leads to the degrees of Master of Fine Arts and Doctor of Philosophy.

2. Musicology. In this program students may elect to emphasize or concentrate in one of two different programs of study, **music history or theory and analysis.** In the **music history** program, a variety of techniques and methodologies, including source studies, style development and historiography are applied to different repertoires and historical problems. The program in **theory and analysis** features works in the history of theory from the medieval period to the present, as well as analytic work in the context of theory construction and the evaluation of tonal as well as contemporary analytic models. This program leads to the degrees of Master of Fine Arts and Doctor of Philosophy.

Students must specialize in one of these areas, but composers are expected to undertake some work in music history and historians to acquire some competence in tonal writing.

Admission

Only a limited number of students will be accepted. The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

Applicants for study in **musical composition and theory** are required to submit, in addition to a transcript of their undergraduate records, evidence of qualification in the form of examples of original work in musical composition and advanced work in musical theory. Applicants for admission in **musicology** should submit examples of their prose writing on music as evidence of their ability to handle the language and specialized vocabulary. Undergraduate theses or term papers will be satisfactory. Musicology applicants wishing to specialize in **theory and analysis** should also submit examples of advanced work in musical theory. This work should be submitted together with the formal application for admission.

All applicants are expected to have some proficiency at the piano or an orchestral instrument. Information about this should be furnished when making formal application. A departmental written test in basic musicianship and analysis will be sent to all applicants. Deadline for applications is March 1.

Admission is granted for one academic year at a time. Students in residence must make formal application for readmission to the department on or before the final date specified in the Academic Calendar for filing "Application for Financial Aid." Readmission will be refused in cases where students have not demonstrated a capacity for acceptable graduate work.

Faculty

Professor
Robert L. Marshall,
Chair

Associate Professor
Eric Chafe

Assistant Professor
Allen L. Anderson

Lecturer
David Kopp

Performing
Artists-in-Residence
Sandra Dackow
Richard Ford
Sarah Mead
Lawrence Siegel

Lydian String
Quartet:
Judith Eissenberg
Mary Ruth Ray
Rhonda Rider
Daniel Stepner

Professor
Martin Boykan

Associate Professor
James D. Olesen

Assistant Professor
Margot Fassler

Professor
Allan R. Keiler

Associate Professor
Jessie Ann Owens

Professor
Yehudi Wyner

Degree Requirements

Master of Fine Arts

Language Requirements.

Candidates for the master's degree in **Musical Composition and Theory** must possess a reading knowledge of one language — French, German or Italian.

Candidates for the master's degree in **History of Music** must possess a reading knowledge of French and German. Upon petition to the department substitutions for French will be considered.

Foreign language course credits will not in themselves constitute fulfillment of the language requirements for advanced degrees. All candidates must pass language examinations set or approved by the music faculty and offered periodically during the academic year. Students are urged to take these examinations at the earliest feasible date. **Musicology** students should pass the German reading examination by the end of their first year in residence. In case of failure, an examination may be taken more than once.

Instrumental Proficiency.

At least moderate proficiency at the piano is required of all candidates for advanced degrees.

Residence Requirements.

Twelve term courses at the graduate level, completed with distinction, and a thesis are required of all candidates.

The department normally allows credit for no more than two term courses taken at another institution.

In general, the program of course work is completed in two academic years. It is suggested that students pursue no more than three full courses in any one year.

For candidates in musicology.

The musicology program consists of three categories of courses: (1) proseminars in music history, (2) seminars in music history, (3) seminars in history of theory. Within each category courses are offered in the six principal historical periods of Western music from the middle ages to the 20th century (medieval, Renaissance, baroque, classical, romantic, modern). The proseminars survey an array of topics illustrating the representative avenues of research and methodological approaches. Seminars typically concentrate on a single topic. Courses in analysis similarly belong to three categories: (1) proseminars and seminars in tonal analysis, (2) proseminars and seminars in nontonal analysis, (3) advanced analysis. Musicology students are required to take (1) at least one course in each of five historical periods, in any combination of proseminars or seminars; (2) at least two terms of analysis; (3) the proseminar in composition or its equivalent.

For candidates in composition.

Examinations.

Composition students are required to take (1) proseminars and seminars in composition, (2) proseminars and seminars in tonal and nontonal analysis, (3) a proseminar in music history or its equivalent.

Before the end of their second year of study, candidates for the degree of Master of Fine Arts must demonstrate their competence by means of a written general examination.

The following timetable is suggested for major general examinations: **For candidates in composition**, the composition examination may be taken during the first year and repeated if necessary in the second; the analysis portion of the examination will normally be taken during the second year. Examinations may be repeated in the third year only in the case of a student not proceeding beyond the master's degree. **For candidates in musicology**, major general examinations must be passed by the end of the second year; they may be repeated in the third year at the discretion of the faculty.

Thesis.

Candidates for the degree of Master of Fine Arts in Music are required to submit a thesis. **For candidates in musical composition**, this will consist of a musical composition, its scope to be approved by the music faculty. **For candidates in musicology**, it will be an analytical or historical study on a topic acceptable to the music faculty. Candidates in the history of music may submit, in lieu of a separate thesis, revised copies of two seminar papers that have been certified by the seminar instructor and at least one other faculty member as demonstrating a high degree of competence in research and writing. Two copies of the thesis or composition must be submitted to the department chairman in final form no later than December 1 for a February degree or April 1 for a May degree.

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| Doctor of Philosophy | Admission to the doctoral program is normally granted at the end of the second year of residence and is determined by the student's performance in course work and general examinations. For candidates in music history, acceptance may be deferred pending repetition of portions of the major examinations. | Examinations. | Candidates for the Ph.D. degree have no additional written examination requirements in their major field beyond those for the M.F.A. In the minor field, doctoral-level examinations may, if desired, be replaced by the option of an additional term of course work completed with distinction. For candidates in composition and theory, a term of Music 200 or 299 is suggested; for candidates in history, an additional term of Music 227. |
| Residence Requirements. | A minimum of 16 term courses at the graduate level, completed with distinction, are required of all candidates. In general, the program of course work will be completed in three academic years. Applicants who have done graduate work elsewhere may apply for transfer of credit for such work; a maximum of one year of residence may be granted. | Admission to Candidacy. | After meeting their language, residence and general examination requirements, candidates for the Ph.D. must pass a special oral qualifying examination. Students will be admitted to candidacy for the Ph.D. degree upon successful completion of the written and oral qualifying examinations, fulfillment of the language requirements, and the approval of a dissertation topic. Candidates for the degree of Doctor of Philosophy in Musicology are required to submit a dissertation proposal by the end of the first term of their third year in residence. An oral defense of the proposal will take place during the course of the second term of the third year. |
| | Candidates for the doctoral degree in musicology will normally take, in addition to two one-term courses (proseminar or seminar) beyond those taken for the master's degree, two terms of dissertation research (Music 401-411). This course may be taken with one or more instructors. In general, part of the time spent during the third year on dissertation preparation will involve discussions with several faculty members. Candidates for the doctoral degree in composition will normally take, in addition to courses taken for the master's degree, two terms of the seminar in composition and two seminars in advanced analysis. | Dissertation. | Candidates for the degree of Doctor of Philosophy in Composition must submit an original musical composition and a thesis on a theoretical or analytical subject. Candidates for the degree of Doctor of Philosophy in Musicology must submit a dissertation on a historical, theoretical or analytical subject. Two copies of the doctoral dissertation, as well as an abstract of the dissertation not to exceed 350 words in length, should be submitted to the department or committee chairman no later than December 1 for a February degree and April 1 for a May degree of the academic year in which the Ph.D. degree is to be conferred. |
| Language Requirements. | Candidates for the doctoral degree in the musicology must possess a reading knowledge of French and German. Upon petition to the department, substitutions for French will be considered. Candidates in composition and theory must possess a reading knowledge of one language approved by the department. | | |
| Instrumental Proficiency. | At least moderate proficiency at the piano is required of all candidates. | | Written dissertations should demonstrate the competence of the candidate as an independent investigator, his or her critical ability and effectiveness of expression. Upon completion of the dissertation, the candidate will be expected to defend it in an oral examination. |

Courses of Instruction

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| Except in the rarest circumstances, graduate credit is not allowed for courses numbered below Music 165. | | Music 182a. Topics in Music History | Analysis of Baroque music with special emphasis on Monteverdi, Handel and Bach. Usually offered in even years. Staff |
| Music 168a. Orchestration | The instruments of the orchestra: their construction, ranges and playing techniques, with a consideration of their use by major composers; the methods of writing effectively for present-day instruments, individually and in combination; the mechanics of reading and writing a score. Written exercises, analysis of scores, study of recorded performances and a live demonstration. Usually offered every third year. Staff | Music 195a. Electronic Music | Composition and recording of electronic music. Technical electronics as they apply to musical problems. Usually offered every year. Staff |

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| Music 197a. Tutorial in the Analysis of Tonal Music | <p>The analysis of selected pieces of the tonal repertory. Students will work on a number of different analytic techniques and skills.</p> <p>Usually offered every third year.</p> <p>Mr. Keiler</p> | Music 206b. Proseminar in the Music of the Twentieth Century | <p>An examination of the music of the 20th century from a variety of viewpoints, historical, theoretical and analytical. Topics will include several of the following: tonality and atonality in Germany and Austria, 1899-1923; 12-tone music and serialism; the French and Russian avant-garde; neo-classicism; experimental music in America; minimalism, neo-romanticism and eclecticism; and recent music. In addition to covering broader historical issues, the course will involve some close analysis of selected works.</p> <p>Usually offered in even years.</p> <p>Staff</p> |
| Music 197b. Tutorial in the Analysis of Twentieth Century Music | <p>Basic analytical problems of the music of the 20th century approached through detailed study of a few representative works.</p> <p>Usually offered every third year.</p> <p>Staff</p> | | |
| Music Colloquium | <p>Discussions of special topics led by the faculty and occasional guests. Some of the sessions will include performances of new works. Required of all graduate students. <i>Non-credit.</i></p> <p>Usually offered every year.</p> <p>Staff and Visiting Lecturers</p> | Music 207a. Proseminar in Analysis | <p>Basic study of the means by which a compositional form is realized; attention will be focused on motives, groups and phrases as well as on rhythmic and metric considerations. Introduction to linear analysis.</p> <p>Usually offered in even years.</p> <p>Staff</p> |
| Music 200b. Proseminar in Medieval Music | <p>Broad coverage of the principal topics and research techniques of medieval music; structure of the liturgy, chant notation, oral transmission theory, tropes and sequences, polyphonic notation, rhythmic modes. Introduction to standard bibliographic tools including editions, facsimiles, microfilms, liturgical books and reference books.</p> <p>Usually offered every third year.</p> <p>Ms. Fassler</p> | Music 207b. Proseminar in Analysis | <p>A continuation of MUS 207a.</p> <p>Usually offered in even years.</p> <p>Staff</p> |
| Music 201a. Proseminar in Music of the Renaissance | <p>Usually offered in even years.</p> <p>Ms. Owens</p> | Music 208b. Problems in Cultural Historiography | <p>Usually offered in odd years.</p> <p>Mr. Keiler</p> |
| Music 202b. Proseminar in Music of the Baroque | <p>Usually offered every third year.</p> <p>Mr. Chafe</p> | Music 209a. Seminar in Psychoanalysis and Biography: The Psychoanalytic Study of the Artist | <p>The foundations of psychoanalytic theory in its contribution to the understanding of the artist. Topics to be considered include the relation of the artist to his work as seen from the perspective of psychoanalysis, creativity and the creative process. In addition to the pioneering work of Freud, Rank and Kris, more contemporary issues in psychoanalytic theory, for example, ego psychology, will be explored. The possible directions of applied psychoanalysis for musicology will be considered.</p> <p>Usually offered every third year.</p> <p>Mr. Keiler</p> |
| Music 204b. Proseminar in Music of the Eighteenth Century | <p>In addition to tracing the evolution of the principal genres (e.g., sonata, symphony, string quartet, opera buffa, opera seria), the course will assess the historical position of the major figures from Bach and Handel to Mozart and Haydn. Particular emphasis will be placed on understanding the phenomenon of the "style shift" from baroque to classical style.</p> <p>Usually offered in odd years.</p> <p>Mr. Marshall</p> | Music 210a. Seminar in Music of the Middle Ages | <p>Usually offered in even years.</p> <p>Ms. Fassler</p> |
| Music 205a. Proseminar in Music of the Nineteenth Century | <p>A broad study of the principal stylistic developments and musical genres of the 19th century; topics discussed would be, e.g., the significance of Beethoven on the musical thinking of the 19th century, the rise of national schools of composition, especially opera, program music and its aesthetic and compositional bases.</p> <p>Usually offered every third year.</p> <p>Mr. Keiler</p> | Music 211d. Seminar in Renaissance Musical Sources | <p>Usually offered in odd years.</p> <p>Ms. Owens</p> |

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| Music 212a. Seminar: Theory of Modality and Tonality | An investigation of various concepts related to tonal organization (such as mode, key, system, solmization) based on a close reading of theoretical treatises from the 15th through the 17th centuries. Usually offered in even years. Ms. Owens | Music 221d. Proseminar in Schenkerian Analysis | The systematic study of the approach of music analysis developed by Heinrich Schenker. The basic concepts of diminution, voice leading, prolongation and structural level are studied and their significance is applied to smaller examples as well as the principal longer forms of tonal music. The student will gradually master all of the notational techniques of linear analysis as they are applied to the tonal repertory. Usually offered in even years. Mr. Keiler |
| Music 213b. Seminar in Music of the Renaissance | Usually offered in even years. Ms. Owens | Music 224d. Seminar in Medieval Music Theory | Usually offered every third year. Ms. Fassler |
| Music 214b. Seminar: Baroque Topics | An in-depth investigation of one selected topic in baroque music. Typical topics include the Monteverdi madrigals, 17th century instrumental music, the Bach Passions. The methodology employed will vary according to the subject; emphasis will be given to more recent research in most cases. Usually offered every third year. Mr. Chafe | Music 225. Seminar in Baroque Theory | Usually offered every third year. Staff |
| Music 215b. Seminar: The Bach Sources | Usually offered in even years. Mr. Marshall | Music 226a. History and Literature of Western Music Theory: Baroque to 1850 | Usually offered in odd years. Mr. Keiler |
| Music 216d. Seminar: The Origins of the "Classical Style" | Usually offered every third year. Mr. Marshall | Music 226b. History and Literature of Western Music Theory: 1850 to the Present | Usually offered in even years. Mr. Keiler |
| Music 217a. Seminar: Recent Developments in Mozart Research | The purpose of the course will be to assess the current state of the several areas of Mozart research: biography, source studies, work analysis, performance practice and the composer's music-historical position in the development of the "classical style." Usually offered every third year. Mr. Marshall | Music 227a. Proseminar in Theory and Composition | Technical projects in theory and composition; baroque counterpoint; canon, fugue and chorale prelude. Usually offered every year. Staff |
| Music 218b. Seminar in the Music of the Nineteenth Century | Usually offered in even years. Mr. Keiler | Music 227b. Proseminar in Theory and Composition | Composition in classical forms with particular emphasis on sonata form. Usually offered every year. Staff |
| Music 219a. Seminar: Wagner | Usually offered in even years. Mr. Chafe | Music 228a. Seminar in Twentieth Century Techniques | Written exercises utilizing some of the newer compositional techniques developed in the 20th century. Usually offered in odd years. Staff |
| Music 220a. Seminar: The German Post-Romantic Period | Usually offered in odd years. Mr. Chafe | Music 231a. Performance and Analysis | Usually offered in odd years. Mr. Wyner |
| | | Music 233a. Topics in Analysis | Usually offered every year. Staff |

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| Music 233b. Topics in Analysis | Usually offered every year. Staff | Music 292a. Seminar in Composition | Group meetings and individual conferences. Opportunities for the performance of student works will be provided. Usually offered every year. Section 1: Mr. Boykan Section 2: Mr. Wyner |
| Music 234a. Analysis of Tonal Music | Detailed examination of a few complete works of the tonal repertory (from Bach to Brahms). Usually offered in even years. Staff | Music 292b. Seminar in Composition | Usually offered every year. Section 1: Mr. Boykan Section 2: Mr. Wyner |
| Music 234b. Analysis of Extended Tonal Music | Works in this course will be selected from the late 19th and 20th centuries. Composers such as Wagner, Wolf, Debussy, early Schoenberg, Bartok and Stravinsky. Usually offered in even years. Staff | Music 299a. Individual Research and Advanced Work | Usually offered every year. Staff |
| Music 246a. Stravinsky | Usually offered every fourth year. Staff | Music 299b. Individual Research and Advanced Work | Usually offered every year. Staff |
| Music 270a. Seminar in Serial Music | Twelve-tone procedures in Schoenberg, Webern and more recent composers. The course will be primarily concerned with the realization of serial technique in specific compositions. Attention will be focused on questions of articulation, phrasing, form and harmonic distinction. Usually offered in odd years. Mr. Boykan | Music 401-412d. Dissertation Research | Required of all doctoral candidates. 401d. Mr. Boykan 407d. Mr. Keiler 402d. Mr. Marshall 408d. Mr. Chafe 404d. Mr. Wyner 411d. Mr. Anderson 406d. Ms. Owens 412d. Ms. Fassler |
| Music 270b. Seminar in Serial Music | A continuation of MUS 270a. Usually offered in odd years. Mr. Boykan | Electronic Music Studios | Two studios with facilities for the composition of electronic music are available to qualified student composers. Director: Mr. Chasalow |
| Music 291b. Advanced Orchestration | Scoring as a means of projecting a musical idea; questions of phrasing, emphasis and musical pacing. Analysis of scores as well as written exercises. Live performances whenever possible. Usually offered in even years. Staff | | |

The Philip W. Lown School of Near Eastern and Judaic Studies

The Lown School is the center for all programs of teaching and research in the areas of Judaic Studies, Ancient Near Eastern Studies and Islamic and Modern Middle Eastern Studies. The school includes the Department of Near Eastern and Judaic Studies, the Hornstein Program for Jewish Communal Service and the Cohen Center for Modern Jewish Studies. The Department of Near Eastern and Judaic Studies offers academic programs in the major areas of its concern.

The Hornstein Program is a professional training program leading to the Master of Arts degree in Jewish Communal Service. It makes full use of academic resources of the Department of Near Eastern and Judaic Studies and other departments in the university.

The Cohen Center for Modern Jewish Studies conducts, and serves to stimulate, research and teaching in Contemporary Jewish Studies, primarily in the field of American Jewish Studies.

Near Eastern and Judaic Studies

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| Objectives | The graduate program in Near Eastern and Judaic Studies, leading to the Master of Arts and Doctor of Philosophy degrees, is designed to train scholars and teachers in the various cultures of the Near East and of classical, medieval and modern Judaic civilization, and to advance scholarly research in these areas. | Admission | The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this department. |
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Faculty

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| Professor Benjamin C. I. Ravid , Chair: Jewish history. | Professor Jehuda Reinharz Director, Tauber Institute: Modern Jewish history. History of Zionism. | Professor Marshall Sklare : Sociology of the Jewish community. | Associate Professor Avigdor Levy Director, Islamic and Middle Eastern Studies: Middle Eastern studies. | Adjunct Associate Professor Ruth Gollan , Director, Hebrew language program. | Lecturer with rank of Associate Professor Gila Ramras-Rauch : Hebrew literature. |
| Visiting Professor Aharon Appelfeld | Professor Bernard Reisman : Jewish communal service. | Associate Professor Tzvi Abusch : Assyriology. Religions and cultures of the Ancient Near East. | Associate Professor Gary Tobin , Director of the Cohen Center for Modern Jewish Studies: Jewish community research and planning. | Assistant Professor Marc Brettler : Biblical studies. | Lecturer Charles Cutter : Judaic bibliography. |
| Professor Marvin Fox , Director of the Lown School: Jewish philosophy. Rabbinic thought. Modern Jewish thought. | Professor Jonathan Sarna : American Jewish history. | Associate Professor Reuven Kimelman : Talmud and Rabbinic literature. | Visiting Associate Professor Stephen Geller : Biblical studies. | Visiting Assistant Professor Lawrence Perlman : Modern Jewish thought. | |

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| Program of Study | Among the main fields in the area of Near Eastern and Judaic Studies in which courses are being given in the Graduate School are: Bible and Ancient Near East Studies Jewish History Jewish Philosophy and Thought Ottoman History The Modern Middle East Contemporary Jewish Studies The department regularly offers additional courses in related fields. |
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Degree Requirements

Master of Arts

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| Residence Requirements. | Two years of full-time residence will be required at the normal course rate of seven courses each academic year. |
| Language Requirements. | Candidates will be required to establish competence in Hebrew or Arabic as well as in one European language, normally either French or German. |
| Comprehensive Examination. | All candidates for the Master of Arts degree are required to pass a comprehensive examination. |
| Thesis. | In the field of the Modern Middle East, students may be required to write a thesis, which must be submitted no later than April 1 of the year in which the degree is to be conferred. A thesis is not required in other fields in the Department of Near Eastern and Judaic Studies. |

Language Requirements.

Candidates will be required to establish competence in Hebrew or Arabic as well as in two European languages, normally French and German. Additional languages may be required as necessary for research in each individual candidate's field.

Comprehensive Examinations.

All candidates for the Ph.D. degree are required to pass three comprehensive examinations. The first examination in each field will be a comprehensive qualifying examination covering the field as a whole. The second and third examinations will usually be oral and will cover more specialized subjects within the candidate's field.

Admission to Candidacy.

A student registered for studies leading to the Ph.D. degree becomes a candidate for that degree upon fulfilling the residence requirements, passing the comprehensive examinations, satisfying the language requirements and having a dissertation proposal approved by the department.

Dissertation and Defense.

The dissertation must demonstrate the candidate's thorough knowledge of the field and competence in independent research, and must constitute an original contribution to knowledge. Two copies of the dissertation, one of which must be the original typescript, are to be deposited in the office of the department chair no later than April 1 of the year in which the candidate expects to earn the degree. The student must successfully defend the dissertation at a final oral examination.

Doctor of Philosophy

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| Residence Requirements. | Three years of full-time residence will be required at the normal rate of seven term courses each academic year. Students who enter with graduate credit from other recognized institutions may apply for transfer credit. By rule of the Graduate School, a maximum of one year of credit may be accepted toward the residence requirement on the recommendation of the chair of the department. |
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Courses of Instruction

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| NEJS 101a. Introductory Literary Arabic | A first course in literary Arabic covering the essentials of grammar, reading, pronunciation, translation and composition. Usually offered every year. Ms. Karp | NEJS 103a. Advanced Literary Arabic | This course is designed to help the student attain an advanced reading proficiency. The syllabus includes selections from classical and modern texts representing a variety of styles and genres. Usually offered every year. Mr. Levy |
| NEJS 101b. Introductory Literary Arabic | A continuation of NEJS 101a. Usually offered every year. Ms. Karp | NEJS 103b. Advanced Literary Arabic | A continuation of NEJS 103a. Usually offered every year. Staff |
| NEJS 102a. Intermediate Literary Arabic | Readings in related classical and modern texts. Study of advanced grammatical and syntactical forms. Drills in pronunciation and composition. Usually offered every year. Ms. Karp | NEJS 104a. Islam: Civilization and Institutions | Consideration of major issues in Islamic history; appreciation of Islamic religion, civilization and culture; Islam's relations with other civilizations and its role in contemporary society. Usually offered in odd years. Mr. Levy |
| NEJS 102b. Intermediate Literary Arabic | A continuation of NEJS 102a. Usually offered every year. Ms. Karp | | |

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| NEJS 104b. Aramaic Dialectology | <p>A survey of the linguistic history of Aramaic. Major changes and developments that took place in the various dialects will be reviewed through readings of the following texts: Old Aramaic Inscriptions, Elephantine Papyri, Biblical Aramaic and the Dead Sea Scrolls.</p> <p>Usually offered in odd years.</p> <p>Staff</p> | NEJS 111a. Introduction to Biblical Literature <p>A survey of the Hebrew Bible and its main themes. Biblical books will be examined from the archaeological, literary and traditional perspectives, and will be compared with other ancient Near Eastern compositions. The question of whether there is one correct method of interpreting biblical texts will be explored. No knowledge of Hebrew is presumed.</p> <p>Usually offered every year.</p> <p>Mr. Brettler</p> |
| NEJS 106b. Elementary Ugaritic | <p>Grammar and poetic texts will be read with constant reference to biblical literature.</p> <p>Usually offered in even years.</p> <p>Staff</p> | NEJS 111b. Themes in Biblical Literature <p>An introduction to the major concepts of the religion of Israel in the light of ancient Near Eastern archaeology and literature. Among the themes to be considered: Biblical "monotheism"; covenant and "chosenness"; creation, nature and sexuality; myth vs. history; prophecy; the problem of suffering. Emphasis will be on presenting biblical religion as a system of beliefs and ideas both in the ancient framework and in relation to later Judaism and Christianity. All readings in English.</p> <p>Usually offered in even years.</p> <p>Staff</p> |
| NEJS 107b. Themes and Ideas in Mesopotamian Literature | <p>This course will introduce the students to the great literary genres of Mesopotamian civilization. Texts will be studied in translation and examined from literary and cultural points of view. Selections will be taken from such groups as epics, wisdom, historical prose, religious and love poetry.</p> <p>Usually offered every fourth year.</p> <p>Mr. Abusch</p> | NEJS 112b. The Book of Isaiah <p>A textual and exegetical study; the historical background and leading ideas.</p> <p>Usually offered in even years.</p> <p>Staff</p> |
| NEJS 108a. Elementary Akkadian | <p>Introduction to Akkadian grammar and lexicon, and to Cuneiform script. This course is for beginning students of Akkadian.</p> <p>Usually offered every year.</p> <p>Staff</p> | NEJS 113a. Targum <p>A study of selections from Targumic literature including the newly discovered Palestinian materials. Critical study of the sources and their place among early versions and exegesis.</p> <p>Usually offered in odd years.</p> <p>Staff</p> |
| NEJS 108b. Comparative Grammar of Semitic Languages | <p>An introduction to the internal relationships within the Semitic family and the distinctive linguistic features of its components. Grammatical and lexical similarities to Egyptian and other related languages of North Africa will be studied. Both the earliest documented ancient languages and contemporary spoken dialects will be considered.</p> <p>Usually offered in odd years.</p> <p>Staff</p> | NEJS 115a. Book of Deuteronomy <p>A close examination of the text of Deuteronomy with special attention to its religious, legal and compositional features. Traditions found in the Book of Deuteronomy will be compared with their counterparts elsewhere in the Pentateuch. The place of the Book of Deuteronomy in the history of the religion of Israel will be considered.</p> <p>Usually offered in even years.</p> <p>Staff</p> |
| NEJS 109b. Intermediate Akkadian | <p>Review of grammar and reading of Old Babylonian inscriptions, laws and letters and literary texts.</p> <p>Usually offered every year.</p> <p>Mr. Abusch</p> | NEJS 116b. The Problem of Evil in Jewish Philosophy <p>Beginning with an analysis of the general philosophical/theological problem posed by the problem of evil, the course will continue with a systematic account of the main treatments of the problem in Jewish thought from antiquity to the present.</p> <p>Usually offered in even years.</p> <p>Mr. Fox</p> |

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| NEJS 117a. Job and the Problem of Evil | <p>A close study of the Book of Job against the background of other biblical and ancient Near Eastern texts dealing with evil and its relationship to divinity and with the suffering of the righteous. The different theodicies will be considered with and between cultures. Other world religions will also be discussed. The text study will also introduce students to biblical poetics.</p> <p>Usually offered in even years.</p> <p>Staff</p> | NEJS 124b. Introduction to Jewish Mysticism | <p>A survey of the field of Jewish mysticism as reflected in its history, its major texts, its original ideas and its symbolic structures. In addition to the standard secondary works, readings will include selections from the primary sources such as the Zohar. While focusing on the history and development of the central themes in Jewish mysticism, the course will also be concerned with how to read a Jewish mystical text. All readings will be in English. There is no language prerequisite.</p> <p>Usually offered in even years.</p> <p>Mr. Fox</p> |
| NEJS 117b. Dead Sea Scrolls | <p>Studies in the exegetical literatures of Qumran with particular attention to a detailed examination of the so-called Peshier literature. Emphasis will be placed on interpretative techniques and a consideration of the historical background of the texts where pertinent.</p> <p>Usually offered in odd years.</p> <p>Staff</p> | NEJS 125b. Midrashic Literature: Sifre Deuteronomy | <p>An analysis of the central ideas, the literary structures and the midrashic method of the Sifre Deuteronomy. Emphasis will be placed on a close reading of the text with a view to developing in the students the capacity to do an independent analysis of midrashic literature. Attention will also be given to the general background and development of Midrash.</p> <p>Usually offered every fourth year.</p> <p>Mr. Kimelman</p> |
| NEJS 118b. Book of Psalms | <p>Selected readings of biblical psalms. Special attention will be paid to religious ideas, literary forms and poetics. Other examples of biblical poetry will be considered as well.</p> <p>Usually offered in even years.</p> <p>Mr. Brettler</p> | NEJS 126b. Agadic Literature: Avot De Rabbi Natan | <p>A study of "talmudic" commentary to Mishnah Avot, which alone of the Mishnaic tractates deals exclusively with agadah. The class will focus primarily on literary and historical questions.</p> <p>Usually offered every fourth year.</p> <p>Mr. Kimelman</p> |
| NEJS 120b. Intermediate Talmud | <p>A more intensive study of selected portions of Treatise Sanhedrin not dealt with in NEJS 53a. Greater emphasis will be placed on the understanding of the classical commentaries. Students will be expected to develop the ability to work through a section of the text on their own. The analysis will deal with the issue of voluntary and compulsory arbitration, and the binding nature of gambling agreements.</p> <p>Usually offered every year.</p> <p>Mr. Kimelman</p> | NEJS 127b. The Jewish Liturgy | <p>A study of the literary structure, theological framework and historical development of the Sabbath and daily liturgy. Emphasis will be placed on the interplay of the literary forms and theological ideas in each prayer, and within the flow of the complete service. Concomitantly, works on the problematics of prayer will be studied. Scholars such as Eliezer Berkovitz, Daniel Goldschmidt, Joseph Heinemann, Abraham Heschel, Issachar Jacobson and Trygve Kronholm will be read.</p> <p>Usually offered every fourth year.</p> <p>Mr. Kimelman</p> |
| NEJS 122b. Biblical Narrative Texts | <p>An examination of the narrative techniques of various biblical stories, including selections from Genesis, Judges, Samuel, Jonah and Ruth. Consideration of such topics as perspective, irony, mimesis and repetition of key words. The basic tools for biblical research will also be introduced.</p> <p>Prerequisite: Knowledge of biblical Hebrew.</p> <p>Usually offered in even years.</p> <p>Mr. Brettler</p> | NEJS 129a. Foundations of Jewish Law | <p>A study of the theoretical foundations of Jewish law, the process of its codification and its continuing application to changing circumstances. Emphasis will be put on contemporary issues of Jewish law. Exploration of such topics as the relationship between law and morality, law and economics, law and social change and the place of Jewish law in the modern State of Israel. No language prerequisite. All required readings are in English.</p> <p>Usually offered in odd years.</p> <p>Mr. Fox</p> |
| NEJS 123b. Classical Biblical Commentaries | <p>An intensive study of the French and Spanish schools of Jewish commentators on selected books of the Bible.</p> <p>Usually offered in odd years.</p> <p>Mr. Fox</p> | | <p>Usually offered in odd years.</p> <p>Mr. Fox</p> |

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| <p>NEJS 129b. Contemporary Jewish Ethics</p> | <p>Contemporary Jewish ethics has evolved alongside of major social, technological, historical and political changes in the modern world. The course will evaluate and analyze the positions that Jewish ethical thinkers have taken in regard to such issues as abortion, euthanasia, war, the death penalty and biomedical ethics. Some comparison between Judaism and the practical effects of other ethical systems will be made.</p> <p>Usually offered in odd years.</p> <p>Staff</p> | <p>NEJS 136a. Biblical Motifs in Modern Hebrew Poetry</p> <p>Continuity and discontinuity between ancient themes and modern experience — from the prophetic voice and imagery to contemporary irony and iconoclasm.</p> <p>Usually offered every third year.</p> <p>Ms. Ramras-Rauch</p> |
| <p>NEJS 130b. The Philosophical and Religious Thought of Maimonides</p> | <p>A comprehensive study of major aspects of the thought of Moses Maimonides, the greatest figure of the Jewish middle ages. Attention will be given to his contributions to Jewish law, as well as to his major philosophical and religious teachings.</p> <p>Usually offered in even years.</p> <p>Mr. Fox</p> | <p>NEJS 136b. The Fiction of A.B. Yehoshua and Amos Oz</p> <p>A reading and discussion of the two most prominent writers of the Statehood Generation, who emerged in the 1960s to offer new and profound insights into the Israeli psyche.</p> <p>Usually offered every third year.</p> <p>Ma. Ramras-Rauch</p> |
| <p>NEJS 131a. Jewish Thought: From the Bible to Maimonides</p> | <p>Dominant themes in Jewish philosophy and religious thought from biblical times to the medieval period and its classical formulations of Judaism.</p> <p>Usually offered every third year.</p> <p>Mr. Fox</p> | <p>NEJS 137a. Three Major Themes in Modern Hebrew Literature</p> <p>A survey of Hebrew literature of the last 100 years, covering major writers of fiction and poetry. Topics discussed will include biblical motifs, national redemption, encounter with the Land of Israel and others. Writers covered include Mendelev, Brenner, Agnon, Hazaz and others. Poets include Bialik, Tchernichovsky, Uri Zvi Greenberg, Shlonsky, Alterman and Leah Goldberg.</p> <p>Usually offered every third year.</p> <p>Staff</p> |
| <p>NEJS 131b. Biblical Poetry: Love and Death</p> | <p>A close reading of Hebrew poetic texts from the Bible with a consideration of what makes these texts poetic. Texts will be chosen from Song of Songs, Lamentations, Ecclesiastes and Job. A reading knowledge of biblical Hebrew is required.</p> <p>Usually offered in odd years.</p> <p>Mr. Brettler</p> | <p>NEJS 137b. Contemporary Israeli Literature: Fiction</p> <p>Israeli fiction reflects many of the problems in contemporary Israeli life: the relation to the Arab, the effects of the Holocaust, the self-definition of the Jew, etc. Writers covered will be S. Yizhar, Moshe Shamir, Aharon Appelfeld, Binyamin Tammuz, Amos Oz, A.B. Yehoshua and others.</p> <p>Usually offered in odd years.</p> <p>Staff</p> |
| <p>NEJS 132b. The Literary Study of Midrash</p> | <p>An introduction to the ancient rabbinic Bible commentaries known as aggadic Midrash. The methods and assumptions of this literature will be explored and related to modern literary theory. Features of midrashic parables and legends will also be considered. Representative texts will be treated from different collections and periods. Text study will follow Hebrew texts with English translations provided.</p> <p>Usually offered every year.</p> <p>Staff</p> | <p>NEJS 139a. Contemporary Israeli Literature: S.Y. Agnon — The Short Stories</p> <p>The course will sample Agnon's writings in this genre, from the Hassidic tales to the symbolic and fantastic. A critical analysis of his narrative technique will serve as a key to his unique style and vision.</p> <p>Usually offered in odd years.</p> <p>Ms. Ramras-Rauch</p> |
| <p>NEJS 134a. Muslim Cultures and IMES</p> | <p>See ANTH 134a for description.</p> <p>Usually offered in even years.</p> <p>Mr. Messick</p> | <p>NEJS 139b. Modern Hebrew Literature: Poetry</p> <p>An introduction. Critical analysis of trends and aesthetic values of modern Hebrew poetry from the end of the 19th century until the second half of the 20th century. Study of selected works of Bialik, Tchernichov, Lamdan, U.Z. Grinberg, Alterman, Amichai, Gilboa.</p> <p>Usually offered in odd years.</p> <p>Staff</p> |

**NEJS 140a.
History of the Jews
from the Maccabees
to 1492**

Judea during the second Commonwealth; Jews in the Roman Empire; the Jewish religious heritage; Islam and the Jews; the medieval Jewish community; the medieval church; state, society, economy and the Jews; the expulsion of the Jews from Western Europe.

Usually offered in even years.

Mr. Ravid

**NEJS 141b.
Catholics,
Protestants and Jews
in Western Europe
from the
Reformation to the
Present**

A study of the political, legal, social and economic status of Catholics, Protestants and Jews in early and modern Europe, with emphasis on the status of minorities and their struggle for equality in the transition from the medieval *respublica Christiana* to the modern secular nation-state.

Usually offered in even years.

Mr. Ravid

**NEJS 142a.
An Introduction to
Post-Biblical Jewish
History**

An introduction to the main trends and developments in the legal, economic, social and religious history of the Jews, with emphasis on major areas of Jewish settlement.

Usually offered in odd years.

Mr. Ravid

**NEJS 143b.
Hellenistic
Philosophies**

This course will examine major philosophical movements of the Greco-Roman world of late antiquity. The ideas of Epicureanism, Stoicism, Skepticism and Neoplatonism will be studied, with particular attention to the writings of Philo, Plotinus and the Church Fathers.

Usually offered every fourth year.

Staff

**NEJS 145b.
The Making of the
Modern Middle East**

This course will discuss the processes that led to the emergence of the modern Middle East: disintegration of Islamic society in the 19th century; European colonialism; reform and reaction; the rise of nationalism and the emergence of the modern states.

Usually offered in even years.

Mr. Levy

**NEJS 146b.
Judaism, Christianity
and Islam**

A comparison of three kindred religions, from antiquity to current times. The tenets of these faiths, their doctrines and rituals will be examined in the perspective of their historic and on-going relationship. Contemporary religious issues affecting all three traditions will be discussed.

Usually offered every fourth year.

Staff

**NEJS 147a.
History of the
Middle East and the
Ottoman Empire,
1450-1914**

A historical survey of the Middle East from the establishment of the Ottoman Empire as the area's predominant power to World War I. Topics include Ottoman institutions, their transformation and impact on Middle Eastern society, the Ottoman Empire as a world power; decline and European imperialism; 19th century reform and westernization.

Usually offered in even years.

Mr. Levy

**NEJS 147b.
The Arab-Israeli
Conflict**

Consideration of Arab-Jewish relations, attitudes and interactions from 1880 to the present. Traces the involvement of the struggle for Palestine into a major regional conflict. Emphasis is on social factors and intellectual currents and their impact on politics. Examines the conflict within its international setting.

Usually offered in even years.

Mr. Levy

**NEJS 148b.
The Magic Carpet:
Travellers in the
Islamic East**

This course will present the Islamic world as described by Western (as contrasted with Eastern) travellers in correspondence, fiction and travel accounts proper, and the interaction and reciprocal influence of Muslims, Christians and Jews as reflected in the output of those embodying the notion of "East meets West"; geographers, historians, warriors/government agents, adventurers, merchants, pilgrims/missionaries, artists, photographers, professional travel writers.

Usually offered every year.

Ms. Karp

**NEJS 149b.
Islamic Bibliography**

The purpose of this course is to familiarize the student with the history of oral and written communications in Islam and the Middle East. Origins and development of printing are discussed. Special emphasis is placed on bibliographic literature in western languages of Arabic, Turkish and Persian manuscripts and printed works. There are no prerequisites, although a workable knowledge of European languages and languages of the area is desirable.

Usually offered every fourth year.

Staff

**NEJS 151a.
Autobiographies,
Memoirs and Letters
in Jewish History**

This course will examine major periods, themes and personalities in Jewish history through the reading of autobiographies, memoirs and letters. The emphasis will be on historical insights with attention also to the literary and psychological dimensions, and students are encouraged to contribute from their own perspectives and interests.

Usually offered in even years.

Mr. Ravid

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| <p>NEJS 151b. History of the Jews of Venice</p> | <p>An examination of some key problems in Jewish history in the light of the experience of the Jews of Venice in the context of the general social, political and economic history of that city. Topics include: the attitude of the church and state toward the Jews, the institution of the ghetto, Jewish merchants and money lenders, the Marranos and the inquisition, <i>raison d'état</i> and the admission of the Jews to Western Europe and North America. Attention will also be paid to techniques of archival research.</p> <p>Usually offered in odd years.</p> <p>Mr. Ravid</p> | <p>NEJS 161a. American Jewish Life</p> <p>A survey of contemporary American Jewish life with special emphasis on the diverse forms of Jewish identification found in American Jewry. Topics include Reform, Conservative, and Orthodox Judaism; Jewish family life including intermarriage; and the relationship of Jews to the general society and to other ethnic groups.</p> <p>Usually offered every year.</p> <p>Staff</p> |
| <p>NEJS 152b. A History of Antisemitism</p> | <p>A historical survey of the phenomena of antisemitism from classical antiquity to the present. The historical background will be presented in lectures, while the readings, devoted exclusively to the topic of antisemitism, will serve as the basis for discussion sessions.</p> <p>Usually offered every third year.</p> <p>Mr. Ravid</p> | <p>NEJS 162a. American Judaism</p> <p>The historical development of American Judaism from the colonial period to the present, with particular emphasis on the various streams of American Judaism, the synagogue and the rabbinat.</p> <p>Usually offered in even years.</p> <p>Mr. Sarna</p> |
| <p>NEJS 156b. Man and the Gods: Mythology and Magic of the Ancient Near East</p> | <p>An introduction to the Myth and Magic of the Ancient Near East. Special attention will be paid to how the myths express an understanding of the Gods and the world, and how magic deals with anxieties of human existence.</p> <p>Usually offered in odd years.</p> <p>Mr. Abusch</p> | <p>NEJS 162b. The Rise of Modern Yiddish Culture</p> <p>This course will examine the process by which Yiddish, the spoken language of East European Jews, became the vehicle for a sophisticated modern culture, encompassing poetry, prose, literary and social criticism, theater, journalism, education and scholarship. Following an overview and analysis of Yiddish culture in Russia and Poland, we will consider the challenges that it faced in three radically new settings — the USSR, Palestine and America. All readings will be in English.</p> <p>Usually offered in even years.</p> <p>Staff</p> |
| <p>NEJS 157a. A History of Israel, 1948-Present</p> | <p>An analysis of Israel's domestic and foreign policies from 1948 to the present. Particular attention will be given to social and political trends in Israeli society, issues of war and peace, relations with Arabs and Palestinians and relations with the United States.</p> <p>Usually offered every fourth year.</p> <p>Mr. Reinhartz</p> | <p>NEJS 163a. Jewish-Christian Relations in America</p> <p>A topical approach to the history of Jewish-Christian relations in America from the colonial period to the present. The course surveys ideals, images and interactions, including such subjects as intermarriage, conversionism, church-state relations and the interfaith movement.</p> <p>Usually offered in even years.</p> <p>Mr. Sarna</p> |
| <p>NEJS 158b. Biblical Prophecy: Book of Jeremiah</p> | <p>A study of the Hebrew text of the Book of Jeremiah with emphasis on the role of prophecy and the literary forms and theological issues with which the prophet deals.</p> <p>Usually offered every fourth year.</p> <p>Mr. Fishbane</p> | <p>NEJS 163b. American Jewish Leadership</p> <p>This course will examine American Jewish leadership historically from colonial times until the present. We shall distinguish between leaders and levels of leadership, investigate the relationship between leaders and followers, and compare Jewish leadership patterns with those of other ethnic and religious groups.</p> <p>Usually offered in even years.</p> <p>Mr. Sarna</p> |
| <p>NEJS 160a. The Emergence of the American Jewish Pattern, 1654-1967</p> | <p>Survey of American Jewish history from the earliest settlement to the present. The emergence of the institutions, ideologies, life styles and cultural norms that constitute the American Jewish pattern.</p> <p>Usually offered every year.</p> <p>Staff</p> | <p>NEJS 164b. The Sociology of the American Jewish Community</p> <p>The role of the subcommunity in American society; Jewish communal services in medieval and modern times; contemporary American Jewish communal forms; religion, community relations, overseas aid, social welfare and relationship with Israel.</p> <p>Usually offered every year.</p> <p>Staff</p> |

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| NEJS 166a. Modern Jewish History to 1880 | Major themes will include: Enlightenment and Haskalah in Eastern and Western Europe, Hasidism, Emancipation and the argument for and against Emancipation, assimilation and the problem of the marginal Jew, the Science of Judaism, the development of denominationalism in Judaism. Usually offered every fourth year. Mr. Reinharz | NEJS 170b. East European Jewry: In Modern Times | This course will focus on the great challenges and changes that were experienced by East European Jewry in modern times. These include: antisemitism in its Tsarist, Soviet and Polish forms; the Jewish Enlightenment and the emergence of a secular Jewish culture in Yiddish and Hebrew; the rise of modern political currents — Zionism, Diaspora and Nationalism, and Socialism; and the liquidation of Jewish institutions in the Soviet Union. Usually offered every year. Staff |
| NEJS 166b. Modern Jewish History 1880-1948 | Major themes will include: integration and assimilation, migration, nationalism, Zionism, non-Zionism, anti-Zionism, Diaspora nationalism, Western and Eastern Jewry in the period between the World Wars, the Holocaust and the establishment of the State of Israel. Usually offered every fourth year. Mr. Reinharz | NEJS 171b. Trends and Values in Yiddish Literature | A study (in English) of the major lines of development in the classical period of Yiddish literature: the works of Sholem Aleichem, Mendele and I.L. Peretz. Usually offered in odd years. Staff |
| NEJS 168a. History and Culture of the Jews in Eastern Europe | Jewish civilization in Poland and Russia from the earliest Jewish settlements until World War I. The course will emphasize Jewish attempts in the modern period to create a <i>national</i> culture that was both “modern” and “Jewish.” Topics will include: traditional Jewish lifeways, relations between Jews and non-Jews, Hasidism, Haskalah, Jewish socialism, Zionism, the politicization of orthodox Judaism, Yiddish and Hebrew literature, Yiddish theater. Usually offered every year. Staff | NEJS 175a. History of Zionism | The rise and development of the Zionist idea, Zionist parties, Zionist politics and Zionist diplomacy in relation to Jewish history and international affairs from 1880 to 1950. Zionism today. Usually offered every fourth year. Mr. Reinharz |
| NEJS 168b. History and Culture of the Jews in Eastern Europe, 1914 to the Present | Jewish civilization in Poland and the Soviet Union from World War I to the present. Topics will include: relations between Jews and non-Jews; Jewish politics (communism, socialism, Zionism, religious movements); culture (Yiddish and Hebrew literature, press and theater); the Holocaust; and the current revival of Jewish identity in Eastern Europe. No formal prerequisites, but NEJS 168a is strongly recommended. Usually offered in even years. Staff | NEJS 177a. Agnon and His Contemporaries: Hebrew Literature in Translation | The course will examine the existence and struggle of the Jews in the Diaspora and Israel from World War I to the present, as reflected in modern Hebrew literature, particularly in the works of Agnon and his contemporaries. Special emphasis will also be given to parallel motifs in modern European literature. Usually offered every third year. Staff |
| NEJS 169a. The Destruction of European Jewry | The function of antisemitism in the comparative history and politics of Nazism; the Holocaust organization and the victims' responses; allied policies and Western reactions; postwar punishment and reparations. Interdisciplinary approaches to historical sociology and legal philosophy will be applied. Usually offered every year. Staff | NEJS 178a. The Bible and the Writer | See ENG 148a for description. Offered only in 1990-91. Mr. Appelfeld |
| | | NEJS 182a. Introduction to Jewish Bibliography | The aim of the course is to acquaint students in the various fields of Judaic studies with the general bibliographic tools and the bibliographies in the major subfields. This course will concentrate on general Judaica/Hebraica bibliographies and on subject bibliographies in such fields as Jewish history, Jewish philosophy, Hebrew language and literature, antisemitism, Holocaust studies, etc. Usually offered every year. Mr. Cutter |

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| NEJS 183b. Research Methodology in Judaic Studies | <p>The purpose of the course is to train students in the use of basic research materials requisite in the various subfields of Judaic studies, e.g., Bible, Rabbinics, Philosophy, History, Hebrew and Yiddish language and literature. Emphasis will be placed on the use of specialized bibliographies in the various subfields of Judaic studies as well as on catalogs of books and manuscript collections.</p> <p>Usually offered every year.</p> <p>Mr. Cutter</p> | NEJS 204a. History of Biblical Hebrew: Continuity and Change | <p>Problems in the historical study of Biblical Hebrew. The development of the language will be described against its North-West Semitic setting. In this framework lexical and grammatical characteristics of early Biblical Hebrew will be studied and selected extra-biblical sources will be examined (Arma Letters, Ugaritic literature, Canaanite and Hebrew inscriptions, the Dead Sea Scrolls).</p> <p>Usually offered in even years.</p> <p>Staff</p> |
| NEJS 184a. Arabs and Jews in Palestine 1856-1948 | <p>See HIST 184a for description.</p> <p>Usually offered every third year.</p> <p>Mr. Wasserstein</p> | NEJS 204b. Biblical Textual Criticism | <p>Usually offered in even years.</p> <p>Staff</p> |
| NEJS 201a. Genesis: A Study in Method | <p>An examination of the Hebrew text of Genesis in relation to the methodologies of modern biblical scholarship. Particular attention to source criticism, form criticism and the text in its ancient environment.</p> <p>Usually offered every third year.</p> <p>Mr. Brettler</p> | NEJS 206a. Advanced Akkadian: Literary Texts | <p>Usually offered every third year.</p> <p>Staff</p> |
| NEJS 202a. Seminar in Biblical Religion | <p>An advanced seminar dealing with selected themes and topics in biblical religion, with comparative reference to other ancient Near Eastern religions.</p> <p>Usually offered in even years.</p> <p>Staff</p> | NEJS 206b. Advanced Akkadian: Literary Texts | <p>Usually offered every third year.</p> <p>Staff</p> |
| NEJS 202b. Introduction to Sumerian: Historical Inscriptions | <p>Usually offered every third year.</p> <p>Mr. Abusch</p> | NEJS 207a. Advanced Akkadian: Religious Texts | <p>Usually offered every third year.</p> <p>Mr. Abusch</p> |
| NEJS 203a. Biblical Historiography | <p>An examination of representative types of historical writings in the Bible and their relationship to ancient events and to political and religious ideologies. The problems of writing modern histories of ancient Israel will also be explored.</p> <p>Usually offered every third year.</p> <p>Mr. Brettler</p> | NEJS 207b. Advanced Akkadian: Religious Texts | <p>Usually offered every third year.</p> <p>Mr. Abusch</p> |
| NEJS 202b. Introduction to Sumerian: Historical Inscriptions | <p>Usually offered every third year.</p> <p>Mr. Abusch</p> | NEJS 208b. Advanced Akkadian: Historical Texts | <p>Usually offered every third year.</p> <p>Mr. Abusch</p> |
| NEJS 203b. Bible and Ancient Near East Studies | <p>Ongoing seminar examining the major works in modern biblical and ancient Near East studies, with special focus on methodology and trends of research.</p> <p>Usually offered every year.</p> <p>Mr. Brettler</p> | NEJS 209a. Advanced Seminar in Biblical and Ancient Near Eastern Poetics | <p>Usually offered in even years.</p> <p>Staff</p> |
| | | NEJS 209b. Advanced Sumerian: Literary and Religious Texts | <p>Usually offered every third year.</p> <p>Mr. Abusch</p> |
| | | NEJS 210a. Seminar on the Institutional Development of the American Jewish Community | <p>Usually offered in even years.</p> <p>Staff</p> |
| | | NEJS 210b. Jewish Communal Service: Historical and Philosophical Contexts | <p>An examination of changing ideological and philosophical positions relating to the development of the American Jewish community and the profession of Jewish communal service.</p> <p>Usually offered in even years.</p> <p>Staff</p> |

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| NEJS 211a. The Book of Hosea | A close reading of Hosea. Various approaches to the text will be compared, especially as they relate to the grammatical, textual and source-critical problems of this book. Usually offered every third year. Mr. Brettler | NEJS 220b. Introduction to the Study of American Jewish History: Bibliography, Historiography and Methods | A critical survey of the literature of American Jewish history with special attention to questions of methodology. Students will examine basic reference works and classics in the field and will choose one subfield within American Jewish history to explore in depth. For graduate students. Usually offered in alternate years. Mr. Sarna |
| NEJS 211b. Medieval Jewish Biblical Exegesis | An introduction to traditional Hebrew Bible commentaries. The emphasis will be on building competence in reading these texts in their original Hebrew. The exegetical assumptions of various commentators and their use for modern Bible exegesis will also be explored. Usually offered every third year. Mr. Brettler | NEJS 225b. Northwest Semitic Inscriptions I | A careful reading of Hebrew, Edomite and Moabite inscriptions from the First Temple period. Issues of epigraphy, historical grammar, dialectology and historical reconstruction will be examined. Usually offered every three years. Staff |
| NEJS 212a. Advanced Seminar in Midrash Aggada | An ongoing study of topics for advanced students. The approach involves literary criticism and rhetorical analysis, comparative literary and thematic issues and correlation of the subject matter with the non-rabbinic literature of the Church Fathers and Gnostic teachers. Of particular concern are issues in the history of religion in late antiquity and their various hermeneutical forms. Usually offered every third year. Staff | NEJS 230a. Seminar in Medieval Jewish Philosophy | Maimonides and contemporary criticism. Usually offered in even years. Mr. Fox |
| NEJS 212b. Psalms | An examination of selected chapters from the Hebrew text of the book of Psalms. Issues covered will include: poetic structure of psalms, meter, psalms in their Near Eastern context, form-criticism of psalms and the place of psalms in the Israelite cult. Usually offered every third year. Mr. Brettler | NEJS 230b. Seminar in Medieval Jewish Philosophy | Usually offered in even years. Mr. Fox |
| NEJS 213b. Semitic Languages: Syntax of Biblical Hebrew | This course will deal with one or more aspects of individual Semitic languages in different years. This year's topic is the syntax of Biblical Hebrew. The course will analyze a series of key problems, focusing especially on the relationship between syntax and rhetoric. Among the issues to be studied: patterns of emphasis; word order in nominal and verbal clauses; the cleft sentence; syntactic typology. Usually offered every third year. Staff | NEJS 232b. Seminar in Modern Jewish Philosophy | Usually offered in even years. Mr. Fox |
| NEJS 215b. Topics in American Jewish Communal Organization | Usually offered every third year. Staff | NEJS 234b. Seminar in Late Medieval Jewish Philosophy | Usually offered every third year. Staff |
| | | NEJS 240a. As of Sufferance and Not on Right | In the premodern Diaspora, the Jews generally lived as a corporate group whose status was regulated by special charters and laws. This course will examine some such representative documents and attempt to determine how they reflect the conditions of their times. Usually offered in odd years. Mr. Ravid |
| | | NEJS 252b. Hasidism and Its Opponents | The rise of Hasidism and the ensuing religious conflict between Hasidism and Mitnagdim. The focus will be on the interplay between theological, philosophic and halakhic points of contention and social, political and historical factors. Reading knowledge of Hebrew required. Usually offered in even years. Staff |

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| NEJS 257d. German Jewish History | Topics to be covered in the course are: the debate over the emancipation of the Jews, religious reactions, the science of Judaism, antisemitism, the impact of World War I, the inter-war period, German Jewry under Nazism, the end of emancipation and the holocaust. Signature of instructor required. | 320a and b. Readings in Islamic Philosophy | Staff |
| | Usually offered every fourth year. | 321a and b. Readings in Medieval Jewish Philosophy | Mr. Fox |
| | Mr. Reinharz | 322a and b. Readings in Modern Jewish Philosophy | Mr. Fox |
| NEJS 258b. Seminar on Modern Jewish History and Historiography | Usually offered in even years. | 323a and b. Readings in Jewish Thought | Mr. Fox |
| | Mr. Reinharz | 324a and b. Readings in Hebrew | Ms. Nevo-Hacohen |
| NEJS 259b. Topics on Zionism | Usually offered every third year. | 326a and b. Readings in Biblical Literature | Mr. Fishbane |
| | Mr. Reinharz | 327a and b. Readings in Biblical Literature | Mr. Brettler |
| NEJS 260a. Seminar on the Philosophical Foundations of Jewish Ethics: Ancient and Medieval | Usually offered every fourth year. | 328a and b. Readings in Ancient Near Eastern Languages | Mr. Abusch |
| | Mr. Fox | 330a and b. Readings in the Sociology of the Jewish Community | Staff |
| NEJS 260b. Seminar on the Philosophical Foundations of Jewish Ethics: Modern | Usually offered every fourth year. | 331a and b. Readings in Yiddish Literature | Staff |
| | Mr. Fox | 332a and b. Readings in American Jewish History | Mr. Sarna |
| NEJS 264a. Seminar: Rabbinic Theology | A study of the various methodologies used to study the thought of the rabbis of the Talmud and Midrash. The seminar will focus on the methods used by scholars up to and including Ephraim Urbach and then will turn to those methods which call for alternative ways of ascertaining rabbinic thought. | 333a and b. Readings in the History of the Jews in Europe to 1800 | Mr. Ravid |
| | Usually offered every fourth year. | 334a and b. Readings in Modern Jewish History | Mr. Reinharz |
| | Mr. Kimelman | 335a and b. Readings in East European Jewish History | Staff |
| NEJS 287b. Methods in Jewish Community Research | See JCS 287b. | 337a and b. Readings in Talmudic and Midrashic Literature | Mr. Kimelman |
| | Usually offered every year. | | |
| NEJS 317-340. Reading Courses | Special tutorials for advanced graduate students. | | |
| | 317a and b. Readings in Assyriology | | Mr. Abusch |
| 318a and b. Readings in Medieval Jewish Philosophy | | | Staff |
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| 319a and b. Readings in Judaeo-Arabic Literature | | | Staff |

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| 339a and b. Readings in Ottoman History and Civilization | | NEJS 401-411d. Dissertation Colloquium | Independent research for the Ph.D. degree. | |
| Mr. Levy | | | 401d. Mr. Abusch 402d. Mr. Fox 404d. Mr. Reinharz | 405d. Mr. Sarna 410d. Mr. Ravid 411d. Mr. Levy |
| 340a and b. Readings in Modern Middle Eastern History | | | | |
| Mr. Levy | | | | |

The Hornstein Program in Jewish Communal Service

Objectives

The two-year program in Jewish communal service or Jewish education leading to the Master of Arts degree, integrates Jewish studies and professional training, preparing students for positions in a variety of settings in the Jewish community, including federations, community centers, Hillel foundations, schools and other communal organizations. A special one-year master's program is offered for students with graduate degrees in social work, Jewish studies or a related field. In addition, part-time study is permitted, but students must complete the program in no more than four years. In addition to the basic program in Jewish communal service, students have the option to specialize in one of the three following concentrations: (1) fund-raising and philanthropy, (2) the Nathan Perlmutter Institute for Jewish Advocacy, (3) Jewish education.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to the Hornstein Program in Jewish Communal Service. In addition, applicants are expected to submit results of either the Graduate Record Examination or the Miller Analogies Test, a statement that describes the applicant's Jewish training and background and future vocational plans, and a sample of written material. Applicants are expected to arrange for a personal interview.

Faculty

Professor **Bernard Reisman**,
Director: American Jewish communal studies.

Visiting Professor **Carmi Schwartz**:
Philanthropy and fundraising.

Adjunct Assistant Professor **Susan Shevitz**:
Jewish education: organizational theory.

Lecturer with rank of Assistant Professor **Nancy Bloom**:
Fieldwork. Jewish communal service.

Lecturer **Joshua Elkin**:
Jewish education.

See the Department of Near Eastern and Judaic Studies and the Heller School catalog for other faculty and course offerings.

Adjunct Professor **Earl Raab**:
Jewish advocacy.

Assistant Professor **Joseph Reimer**:
Contemporary Judaism. Jewish identity.

Adjunct Assistant Professor **Lawrence Sternberg**:
Jewish advocacy and community relations.

Lecturer with rank of Assistant Professor **Gerald Showstack**:
American Jewish community. Israeli society.

Lecturer **Helen Jeffrey**
Kadish:
Philanthropy and fund-raising.

Lecturer **Daniel Margolis**:
Jewish education.

Degree Requirements

Master of Arts

Students in the Hornstein program may concentrate in one of the following:

1. Jewish communal service (with specializations in group work and community organization or management) or
2. Jewish education (formal or informal)
3. Jewish advocacy
4. Fundraising and philanthropy

Academic Studies

Students are expected to complete a minimum of 14 courses, including study in the following areas: professional studies, contemporary Jewish studies and classical Jewish studies. Students may take courses at other Boston-area graduate schools (Boston University and Boston College).

Cocurricular Courses.

Seminar on Contemporary Jewish Issues. During the fall term this seminar meets every Friday with guest speakers having a particular point of view on a range of subjects on the Jewish agenda today.

Tisch Seminars.

Each term both first and second year students participate in an intensive institute focusing on an area of professional skill.

Betty Starr Colloquium.

For first year students. During intersession three days are devoted to visiting the national offices in New York City of major Jewish organizations.

Kohl Practicum in Educational Materials and Learning Environments.

For second year Jewish education concentrators. Four days will be spent in Chicago during intersession at the Kohl Teacher Center. Students will gain experience in designing educational materials and learning environments.

Milender Seminar in Jewish Communal Leadership.

Each year both first and second year students participate in a three day seminar on Jewish communal leadership with an outstanding leader of the Jewish communal world.

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| | Summer Study in Israel. Joseph and Esther Foster Seminar in Israel on contemporary Jewish life is sponsored in cooperation with the Center for Jewish Education in the Diaspora of Hebrew University and is required of all students at the completion of their first year of study. The four week program, held during May and June, is a combination of classes and field visits designed to provide an in-depth analysis of Israel. Costs for the Israel seminar are partially subsidized by scholarships provided by the Joseph and Esther Foster Fund and the Jewish Agency. Students are expected to pay the remainder of the cost. | Substantive Paper. | Students are required, during the second year, to submit a major substantive paper growing out of some phase of their fieldwork experience. The paper should analyze a practical issue in Jewish communal service in light of both the student's own experience and the relevant literature. |
| | | Residence Requirement. | The residence requirement for this program is two years of full-time study or the equivalent thereof in part-time study. |
| | | Language Requirement. | Fluency in Hebrew is required at a level comparable to two years of college training. Students not meeting this requirement upon entrance are required to enroll in courses in Hebrew language— not for credit. |
| | Fieldwork/Internship. | Students have two fieldwork experiences in a Boston-area Jewish educational or communal service organization. In the first year, fieldwork is 15 hours a week; in the second year, 20 hours. This schedule requires students to be in residence through the end of May and to plan for a shorter winter intersession than indicated in the University's Academic Calendar. | |

Courses of Instruction

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| JCS 53b. Introduction to Talmud | See NEJS 53b. Usually offered every year. Mr. Kimelman | JCS 122a. Jewish Educational Curriculum | This course follows a progression from learning to teaching to creating and implementing curriculum. The main issues are how we learn and help others to learn about Jewish culture and traditions in schools, informal and work settings. Usually offered in even years. Mr. Reimer |
| JCS 119a. Philosophy of Jewish Education | An examination of two questions: (1) what modern classics in philosophy of education teach us about the pursuit of Jewish education and (2) what contemporary Jewish philosophers suggest ought to be the shape and direction of teaching Judaism in today's world? Usually offered in odd years. Mr. Reimer | JCS 124a. Great Ages and Ideas of the Jewish People | See NEJS 1a. Usually offered every year. Mr. Kimelman |
| JCS 120b. Intermediate Talmud | See NEJS 120b. Usually offered every year. Mr. Kimelman | JCS 132b. The Literary Study of Midrash | See NEJS 132b. Usually offered every year. Mr. Fishbane |
| JCS 121a. Jewish Education in America | This introductory course examines how the Jewish community is organized to provide voluntary education in an open society. Types of Jewish schooling, organizational structures, functions of Jewish education and its communal dimensions will be explored with special attention given to the emergence of new educational settings, demographic shifts, outreach to different populations and the effects of trends in American society. Usually offered in even years. Messrs. Margolis and Elkin | JCS 142a. An Introduction to Post-Biblical Jewish History | See NEJS 142a. Usually offered in odd years. Mr. Ravid |
| | | JCS 143b. Educational Leadership: Administration and Supervision | Patterns of educational organization, staff development and supervision and school management will be examined in light of recent qualitative and quantitative research about educational leadership. The implications for Jewish education will be analyzed. Usually offered in even years. Messrs. Margolis and Elkin |

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| JCS 157a. History of Israel, 1948-Present | See NEJS 157a. Usually offered in even years. Mr. Reinharz | JCS 205b. Theory and Skills of Jewish Communal Service | A systematic approach to professional leadership in Jewish communal organizations; analysis of contemporary societal developments that affect Jewish individuals and families and call for a new ideology and a new view of Jewish organizations and their priorities and programs. Usually offered in even years. Mr. Reisman |
| JCS 166a. Modern Jewish History to 1880 | See NEJS 166a. Usually offered every fourth year. Mr. Reinharz | JCS 206b. Informal Education and Small Groups | This course has two components: (1) principles of informal, experiential education for Jewish communal work and (2) small group dynamics — leadership, group process, individual dynamics and self-awareness of the participants as it relates to group leadership roles in Jewish communal life. Usually offered in even years. Mr. Reisman |
| JCS 166b. Modern Jewish History 1830-1948 | See NEJS 166b. Usually offered every fourth year. Mr. Reinharz | JCS 211a. Jewish Adaptation to American Life | This course will focus on the adaptation of Jews and the Jewish community to the modern, open setting of American society. After a brief look at the reflection of that process in fiction, the parameters of traditional Jewish communal life, the dynamics of modernization and the characteristics of American society will be outlined as the context within which to understand the central theme of adaptation. This theme will then be examined as it finds expression in several key areas of Jewish life in America. Usually offered in odd years. Mr. Showstack |
| JCS 168a. East European Jewry to 1815 | See NEJS 168a. Usually offered every year. Mr. Fishman | JCS 213b. Jewish Traditions in Communal Service | An examination of the role that traditional Jewish values and practices can play in shaping the perspectives of Jewish communal professionals. Emphasis will be on increasing familiarity with Jewish concepts and practices and knowing how they may be used to enhance the meaning of one's work. Usually offered in even years. Mr. Reimer |
| JCS 202b. Jewish Life Cycle | Bringing to bear the insights of developmental psychology on the life cycle of American Jews, the course will deal with childhood, adolescence and adulthood. Course topics could include: celebrating the birth of a child, Bar Mitzvah and adolescence, marriage, divorce and stages of adulthood and development of faith in adults. Practical applications to be considered. Usually offered in odd years. Mr. Reimer | JCS 217b. Ethnicity and Religion in Israel | This course focuses on two persistent and critical issues basic to an understanding of Israeli society: ethnicity and religion. Additional topics, such as politics, that have a direct bearing on issues of religion and ethnicity in Israel are also treated, and the implications of these matters for Israel-diaspora relations is examined. Usually offered every year. Mr. Showstack |
| JCS 203b. Jewish Family Education | A course designed to promote thinking about serving families; how schools and agencies can move beyond serving individuals alone to encompass the family as a cross-generational unit. The course will include an introduction to the psychology of family life, a survey of recent trends in American Jewish family life and a consideration of programs in family education. Usually offered in odd years. Mr. Reimer | | |
| JCS 205a. Introduction to Jewish Communal Service | History of Jewish communal services in America, the organizational settings in which Jewish services are offered, the factors making for effective group and organizational performance and essence of professionalism. Usually offered every year. Mr. Reisman | | |

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| JCS 220b. Jewish Community Relations | <p>An introduction to the field of Jewish community relations in the United States including: a view of the development of modern Jewish defense organizations; an analysis of American Jewish community relations organizations and their constituencies; an examination of issues addressed and methods used by community relations agencies; and an introduction to professional methods in community organization.</p> <p>Usually offered in odd years.</p> <p>Mr. Sternberg</p> | JCS 237b. Organizations: Theory and Behavior | <p>Organizations, even when carefully designed to be effective and/or benign environments, have characteristics that sometimes confound and frustrate the most dedicated personnel. This course examines major theories of organization with special attention to the implications they hold for understanding, diagnosing and managing what goes on. By applying different analytic frameworks to real and simulated organizational dilemmas, students will gain perspectives and skills to help them productively handle the inevitable tensions of life in communal institutions.</p> <p>Usually offered in odd years.</p> <p>Ms. Shevitz</p> |
| JCS 229a. Jewish Life: Organization and Agenda | <p>This course will examine how the Jewish community organizes itself. Primary focus will be on the American Jewish community, with some additional attention to international and Israeli organizations. The agenda of the organized Jewish community will be addressed, especially in terms of the impact of recent societal and institutional developments on the meeting of communal needs.</p> <p>Usually offered in odd years.</p> <p>Mr. Showstack</p> | JCS 240a. Jewish Advocacy: History, Issues and Trends | <p>An examination of the Jewish community relations organizations in North America, their early development, changing agendas and styles of operation. The major focus is on the current issues facing the American Jewish community and the strategies to address them.</p> <p>Usually offered in odd years.</p> <p>Mr. Raab</p> |
| JCS 235a. Seminar: The Culture of Jewish Educational Settings | <p>This seminar will examine unique aspects of Jewish educational settings. It will help participants develop an understanding of the culture of the setting in which their fieldwork takes place and will explore the ramifications of the different organizational cultures on the ongoing work of the Jewish educator. Issues such as roles, expectations, ideology, values and theories will be raised.</p> <p>Usually offered in even years.</p> <p>Ms. Shevitz</p> | JCS 241b. Skills and Techniques in Jewish Philanthropy | <p>A consideration of skills, methods and technologies for organizing and implementing fund-raising efforts in Jewish communal organizations.</p> <p>Usually offered in odd years.</p> <p>Ms. Kadish</p> |
| JCS 235b. Issues in Jewish Educational Practice | <p>This biweekly seminar will examine issues confronting Jewish educators in their work. Topics to be explored will emerge from students' interests and fieldwork experiences. Theoretical and practical considerations will be brought to bear on each topic. The relationship between theory and practice and how these relate to educational goals and agendas will be considered.</p> <p>Usually offered in even years.</p> <p>Ms. Shevitz</p> | JCS 242a. Applied Skills in Jewish Advocacy | <p>A systematic study of, and active involvement in methods for organizing the general community, the political community, the media and the Jewish community in order to most effectively affect such community relations issues as anti-Semitism, American support of Israel and so forth.</p> <p>Usually offered in even years.</p> <p>Mr. Raab</p> |
| JCS 236c. Practicum: Teaching in a Jewish Setting | <p>This practicum applies to learning theory, pedagogic principles and research about effective teaching and schools to the challenges of working in Jewish educational settings. Through readings, structured observations of teachers, visits to different classes and a micro-teaching laboratory, students gain awareness of the art and science of teaching while developing their own teaching abilities.</p> <p>Usually offered in odd years.</p> <p>Ms. Shevitz</p> | JCS 248d. Methods in Jewish Communal Service | <p>Students are placed in selected Jewish communal organizations during the first year for two days a week of field practice. They receive individual supervision from an agency field supervisor. The seminar meets weekly and focuses on work with groups, professional development and Jewish community resources and services.</p> <p>Usually offered every year.</p> <p>Staff</p> |

**JCS 250d.
Professional
Integrative Seminar**

The seminar seeks to develop a common theoretical base for Jewish communal professionals who will be working in Jewish educational and communal settings. The theory will be applied to a series of practical professional tasks with the objective of enriching professional skills. The seminar meets weekly in the fall term and biweekly in the spring term.

Usually offered every year.

Mr. Reisman and Ms. Shevitz

**JCS 287a.
Methods in Jewish
Community
Research**

This seminar will acquaint both researchers and pre-professionals in Jewish communal service with basic research techniques via "hands-on" experience conducting research for the Cohen Center for Modern Jewish Studies projects, or by developing other projects based on scholarly interest/field placements. The course includes readings on methods and planning applications in Jewish communal agencies.

Usually offered in even years.

Mr. Tobin

**JCS-SS 350.
Foster Seminar in
Israel on
Contemporary
Jewish Issues**

Offered every year from mid-May through mid-June in Israel in cooperation with the Center for Jewish Education in the Diaspora at The Hebrew University.

Physics

Objectives

The graduate program in physics is designed to equip students with a broad understanding of major fields of physics and to train them to carry out independent, original research. This objective is to be attained by formal course work and supervised research projects. As the number of students who are accepted is limited, a close contact between students and faculty is maintained, permitting close supervision and guidance of each student.

Advanced degrees will be granted upon evidence of the student's knowledge, understanding and proficiency in classical and modern physics. The satisfactory completion of advanced courses will constitute partial fulfillment of these requirements. Research upon which theses may be based, with residence at Brandeis, may be carried out in the following areas.

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| Theoretical Physics: | Quantum theory of fields; elementary particle physics; relativity; supergravity; string theory; quantum statistical mechanics; quantum theory of the solid state, critical phenomena and phase transitions. |
| Experimental Physics: | High energy experimental physics; atomic and molecular physics; solid-state physics; surface physics; liquid-crystal physics; light scattering; positron physics; radio astronomy; biophysical structure analysis; biophysical magnetic resonance. |

Admission

As a rule, only candidates for the Ph.D. degree will be accepted. The general requirements for admission to the Graduate School apply to candidates for admission to the graduate area in physics. Admission to advanced courses in physics will be granted following a conference with the student at entrance.

Faculty

Professor
Robert B. Meyer,
Chair: Liquid crystals.
Colloids. Polymers.

Professor
Laurence F. Abbott:
Elementary particle
theory. Quantum
theory of fields.
Neural networks.

Professor
James R. Bensinger:
Experimental high
energy physics.

Professor
Stephan Berko:
Experimental solid-
state physics. Positron
interactions in solids.
Positronium physics.

Professor
Karl F. Canter:
Experimental low-
energy positron
physics at surfaces
and disordered
systems.

Professor
Donald L.D. Caspar
(Rosenstiel Basic
Medical Sciences
Research Center):
Structural molecular
biology. X-ray
crystallography.

Professor
Stanley A. Deser:
Quantum theory of
fields. Elementary
particles. Gravitation.
Supergravity. Strings.

Professor
Jack S. Goldstein:
Astrophysics.
Science and public
policy.

Professor
Marcus T. Grisaru:
Quantum field theory.
Strings. Elementary
particles.
Supergravity.

Professor
Eugene P. Gross:
Quantum theory of
multiparticle systems.
Quantum theory of
solids. Kinetic theory.
Plasma physics.

Professor
Peter Heller:
Statistical physics.
Spin systems.

Professor
Lawrence E. Kirsch:
High energy
experimental physics.

Professor
Hugh N. Pendleton:
Mathematical physics.

Professor
Alfred G. Redfield
(Rosenstiel Basic
Medical Sciences
Research Center):
Magnetic resonance.
Biophysics.

Professor
David H. Roberts:
Theoretical
astrophysics. Radio
astronomy.

Professor
Howard J. Schnitzer:
Elementary particle
theory. Quantum
theory of fields. String
theory.

Professor
Silvan S. Schweber:
History and
philosophy of science.
Quantum theory of
measurements.

Professor
John F.C. Wardle:
Radio astronomy.
Cosmology.

Associate Professor
Craig A. Blocker:
Experimental high-
energy physics.

Associate Professor
Robert V. Lange:
Educational software.

Associate Professor
**Hermann F.
Wellenstein:**
Experimental atomic
physics. Electronic
impact spectroscopy.

Assistant Professor
Bulbul Chakraborty:
Condensed matter
theory. Electronic
structure of solids and
disordered systems.

Assistant Professor
Seth Fraden:
Physics of liquid
crystals and
macromolecules.

Assistant Professor
Eric S. Jensen:
Experimental solid-
state physics.

Degree Requirements

Master of Arts

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| Program of Study. | The requirements for advanced degrees in the Department of Physics are as follows: |
| | 1. One year in residence as a full-time student. |
| | 2. Six term courses of advanced work in physics. A thesis on an approved topic may be accepted in place of a term course. |
| | 3. Satisfactory performance in the Qualifying Examination. |

Course Requirements.

At least two graduate courses in the list below must be taken during the first three terms: (1) Statistical Physics, (2) Solid-State Physics, (3) Biophysics, (4) Elementary Particles, (5) Astrophysics, (6) Experimental Physics (PHYS109), (7) General Relativity. Note, however, that not all of the above courses will necessarily be given each year. One term of Advanced Quantum Mechanics (PHYS 202a) is a required course for all students.

Advanced Examinations.

Advanced examinations will be in topics partitioned in the several areas of research interests of the faculty. Faculty members working in each general area will function as a committee for this purpose and will provide information about their work through informal discussions and seminars. The advanced examination requirement consists of a written paper and an oral examination. While no original research by the student is expected, it is hoped that a proposal for a possible thesis topic will emerge. It is generally expected that the candidate will take the advanced examination in the field he/she wishes to pursue for the Ph.D. thesis, although there may be exceptions.

Doctor of Philosophy

1. Two years in residence as a full-time student.
2. Nine term courses of advanced work in physics.
3. Outstanding performance on the Qualifying Examination.
4. Passing of an advanced examination in topics related to the student's thesis subject. This examination will normally be taken after preparatory studies in the prospective field of research.
5. Doctoral thesis and final oral examination.

Thesis Research.

After passing the advanced examination, the student begins work with an advisor who guides his/her research program. The advisor should be a member of the Brandeis faculty but in special circumstances may be a physicist associated with another research institution. The graduate committee of the physics faculty will appoint a dissertation committee to supervise the student's research. The student's dissertation advisor will be the chair of the dissertation committee. The committee will recommend the student for admission to candidacy for the doctorate on recommendation of his or her advisor.

Program of Study and Course Requirements.

Normally, first-year graduate students will elect from the 100 series; second-year students from the 200 series. To obtain credit toward residence for a graduate course taken at Brandeis, a student must achieve a final grade of B- or better in that course. Students may obtain credit for advanced courses taken at another institution provided their level corresponds to the level of graduate courses at Brandeis and that an honor grade in these courses was obtained.

Dissertation and Final Oral Examination.

The doctoral dissertation must represent research of a standard acceptable to the faculty committee appointed for each Ph.D. candidate. The final oral examination, or defense, is an examination in which the student will be asked questions pertaining to the dissertation research.

Residence Requirements.

A student may obtain up to one year's residence credit toward the Ph.D. requirements for graduate studies taken at another institution. No transfer residence credit will be allowed toward fulfillment of the master's requirements.

Teaching.

It is expected that all graduate students will do some undergraduate teaching during the course of their studies.

Language Requirement.

There is no foreign language requirement for either the master's or the doctoral degrees.

Qualifying Examination.

In the first year, Quantum Mechanics (PHYS102) and Electromagnetic Theory (PHYS 101) must be taken by all students unless they are exempted or excused. The final examinations in these courses (both fall and spring terms) serve as the written part of the qualifying examination. An oral examination given at the end of the first year completes the qualification requirements.

Courses of Instruction

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| Physics 101a. Electromagnetic Theory I | Electrostatics, magnetostatics, boundary value problems. Usually offered every year. Mr. Schnitzer | Physics 107a. Experimental Particle Physics | The principles upon which experimental atomic, nuclear and particle physics are based. Subjects discussed include: relativistic kinematics, interactions of energetic particles in matter, accelerators and beams, particle detectors and computer-based analysis techniques. Usually offered in odd years. Staff |
| Physics 101b. Electromagnetic Theory II | Maxwell's equations. Quasi-stationary phenomena. Radiation. Usually offered every year. Mr. Deser | Physics 107b. Particle Phenomenology | The phenomenology of elementary particles, strong, weak and electromagnetic interactions. Topics include properties of particles, kinematics and quantum mechanics of scattering and decay, phase space, quark model, unitary symmetries and conversion laws. Usually offered in even years. Mr. Bensinger |
| Physics 102a. Quantum Mechanics I | Nonrelativistic quantum theory and its application to simple systems; the harmonic oscillator, the hydrogen atom. Perturbation theory. Usually offered every year. Mr. Pendleton | Physics 108b. Introduction to Astrophysics | Offered irregularly as demand requires. Messrs. Goldstein, Roberts and Wardle |
| Physics 102b. Quantum Mechanics II | Systems of identical particles. Coupling of angular momenta. Scattering theory. Time-dependent perturbation theory. Semiclassical analysis of interaction of atomic systems and electromagnetic waves. Usually offered every year. Mr. Pendleton | Physics 109a. Advanced Laboratory I | Methods and techniques of experimental research. Usually offered every year. Mr. Meyer |
| Physics 103a. Statistical Physics | Review of thermodynamics and probability theory. Statistical postulates and ensembles. Behavior of nonideal gases. Correlation functions, fluctuation theorems, Wiener-Khintchine theorem, generalized Nyquist relations. Mean-field theories of phase transitions; effect of fluctuations. Usually offered every year. Mr. Redfield | Physics 109b. Advanced Laboratory II | Methods and techniques of experimental research. Usually offered every year. Mr. Blocker |
| Physics 104a. Solid-State Physics I | The formal description of periodic systems. The vibrational and electronic properties of solids. Band structure and the Fermi surface. The transport and optical properties of solids. Usually offered every year. Ms. Chakraborty | Physics 110a. Mathematical Physics I | Complex variables; Fourier and Laplace transforms; special functions, partial differential equations; Hilbert space and spectral theory. Offered irregularly as demand requires. Staff |
| Physics 104b. Solid-State Physics II | Thermal, electric and magnetic properties of solids. Lattice vibrations. Specific heat. Structural probes. Fermi surfaces. Selected topics in superconductivity and ferromagnetism. Usually offered every year. Mr. Berko | Physics 113a. First Year Tutorial I | A review of physics from the most elementary topics to those treated in other first-year graduate courses. The environment for an oral qualifying examination is reproduced in the tutorial. Usually offered every year. Messrs. Bensinger, Blocker and Gross |
| | | Physics 113b. First Year Tutorial II | A continuation of Physics 113a. Usually offered every year. Mr. Abbott |

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| Physics 137b. Twentieth-Century Physics | The course will explore developments in physics during the 20th century from a historical perspective paying particular attention to the wider context in which these advances took place. Offered irregularly as demand requires. Staff | Physics 207a. Plasma Physics | Electrodynamics and statistical mechanics of plasmas: the dielectric tensor, dispersion relations and plasma kinetic equations. Topics in plasma astrophysics, magnetic fusion and solid state plasmas. Usually offered every third year. Staff |
| Physics 152b. Biological Assembly | Physical principles in the construction of biological structures: forces, equilibria, symmetry and control mechanisms. Analysis of the structure and assembly of viruses, membranes and cellular organelles. Usually offered every third year. Staff | Physics 208a. Cosmology | A survey of modern cosmological ideas with particular emphasis on observational data. Major topics include: the Friedman Big Bang models, physical processes in the early universe, galaxy formation, the 3^{rd} K Background Radiation, the present density of the universe, classical observational tests, the application of radio astronomy to cosmology. Usually offered every fourth year. Staff |
| Physics 200a. General Relativity I | Introduction to current research and problems in gravitational physics. Physical and mathematical background will be provided as needed, but emphasis will be on recent literature. Usually offered in odd years. Mr. Deser | Physics 210a. Particle Seminar I | Analysis of important recent developments in particle physics. Usually offered every year. Messrs. Abbott, Deser, Grisaru and Schnitzer |
| Physics 200b. General Relativity II | Advanced topics in classical and quantum gravity and supergravity. Emphasis will be on recent literature. Usually offered every fourth year. Staff | Physics 210b. Particle Seminar II | A continuation of PHYS 210a. Usually offered every year. Messrs. Abbott, Deser, Grisaru and Schnitzer |
| Physics 202a. Quantum Mechanics III | Nonrelativistic field theory and relativistic quantum mechanics. Graphical version of time-dependent perturbation theory. Application of group theory to quantum mechanics. Usually offered every year. Mr. Cross | Physics 211a. Computational Physics | Numerical differentiation and integration. Curve fittings. Numerical solution of elliptic, parabolic and hyperbolic differential equations. Molecular dynamics. Monte Carlo simulation. Monte Carlo renormalization group technique. Usually offered in odd years. Staff |
| Physics 202b. Quantum Fields | Introduction to relativistic quantum field theory. The Feynman diagram perturbative expansion will be employed to discuss gauge theories and, in particular, the standard model of fundamental interactions. Usually offered every third year. Staff | Physics 212a. Condensed Matter Seminar I | Analysis of important recent developments in condensed matter physics. Usually offered every year. Staff |
| Physics 204a. Condensed Matter I | Topics in condensed matter theory. Usually offered in odd years. Staff | Physics 212b. Condensed Matter Seminar II | A continuation of PHYS 212a. Usually offered in even years. Staff |
| Physics 204b. Condensed Matter II | A continuation of PHYS 204a. Usually offered in odd years. Ms. Chakraborty | Physics 213a. Advanced Examination Tutorial I | Supervised preparation for the advanced examination. Usually offered every year. Staff |

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| Physics 213b. Advanced Examination Tutorial II | Supervised preparation for the advanced examination. Usually offered every year. Staff | Physics 305a. Liquid Crystals I | This seminar studies recent advances in the physics of liquid crystals and related systems such as microemulsions, colloidal suspensions and polymer solutions. Usually offered every year. Mr. Fraden |
| Physics 240b. Biophysical Research | See BIOP 200b. Usually offered every year. Messrs. Miller and Petsko | Physics 305b. Liquid Crystals II | A continuation of PHYS 305a. Usually offered every year. Mr. Meyer |
| Physics 301a. Astrophysics Seminar I | Advanced topics and current research in astrophysics will be discussed. Usually offered every year. Mr. Wardle | Physics 306a. Condensed Matter III | Seminar in advanced topics and latest developments in theoretical condensed matter physics. Usually offered every year. Staff |
| Physics 301b. Astrophysics Seminar II | A continuation of PHYS 301a. Usually offered every year. Mr. Roberts | Physics 306b. Random Systems | Seminar in advanced topics and latest developments in the theory of random systems. Usually offered every year. Staff |
| Physics 302a. Particle Seminar III | Seminar covers latest advances in elementary particle physics. Will include student presentations and invited speakers. Usually offered every year. Mr. Bensinger | Physics 311a. Mathematical Physics II | The mathematics and physics of the quantum string theory of elementary particles. Usually offered every fourth year. Staff |
| Physics 302b. Particle Seminar IV | A continuation of PHYS 302a. Usually offered every year. Mr. Blocker | Research Courses | |
| Physics 303a. Positron Seminar I | Seminar covers latest developments in atomic, solid-state and surface physics as studied using positron techniques. Will include student presentations and invited speakers. Usually offered every year. Mr. Berko | Physics 405d. Experimental Elementary Particle Physics | Mr. Blocker |
| Physics 303b. Positron Seminar II | A continuation of PHYS 303a. Usually offered every year. Mr. Canter | Physics 406d. Experimental Elementary Particle Physics | Mr. Bensinger |
| Physics 304a. Solid State Seminar I | Analysis and discussion of recent important developments in solid-state physics. Usually offered every third year. Staff | Physics 407d. Experimental Elementary Particle Physics | Mr. Kirsch |
| | | Physics 408d. Theoretical Elementary Particle Physics | Mr. Abbott |
| | | Physics 409d. Theoretical Elementary Particle Physics | Mr. Deser |

Physics 410d.
**Theoretical
Elementary Particle
Physics**

Mr. Grisaru

Physics 411d.
**Theoretical
Elementary Particle
Physics**

Mr. Pendleton

Physics 412d.
**Theoretical
Elementary Particle
Physics**

Mr. Schnitzer

Physics 413d.
**Theoretical
Elementary Particle
Physics**

Mr. Schweber

Physics 414d.
**Experimental Solid-
State Physics**

Mr. Berko

Physics 415d.
**Experimental Solid-
State Physics**

Mr. Canter

Physics 416d.
Statistical Physics

Mr. Heller

Physics 417d.
**Theoretical Solid-
State Physics**

Staff

Physics 418d.
**Theoretical Solid-
State Physics**

Mr. Gross

Physics 419d.
**Theoretical Solid-
State Physics**

Mr. Lange

Physics 420d.
**Theoretical Solid-
State Physics**

Staff

Physics 421d.
Relativity

Mr. Deser

Physics 422d.
**Mathematical
Physics**

Mr. Grisaru

Physics 423d.
**Mathematical
Physics**

Mr. Schweber

Physics 424d.
**Mathematical
Physics**

Mr. Pendleton

Physics 425d.
Statistical Physics

Mr. Gross

Physics 426d.
Astrophysics

Mr. Goldstein

Physics 427d.
Astrophysics

Mr. Roberts

Physics 428d.
Astrophysics

Mr. Wardle

Physics 429d.
Structural Biology

Mr. Caspar

Physics 430d.
**Experimental Solid-
State Physics**

Mr. Jensen

Physics 431d.
**Experimental
Condensed-Matter
Physics**

Staff

Physics 432d.
**Experimental
Atomic and
Molecular Physics**

Mr. Wellenstein

Physics 436d.
Biophysics

Mr. Redfield

Physics 437d.
**Experimental
Condensed-Matter
Physics**

Mr. Meyer

Politics

Objectives

The graduate program in politics, leading to the degree of Doctor of Philosophy, emphasizes comprehensive professional training by stressing both the fundamentals of the discipline grounded in the study of political thought and institutions and the requirements of method and analytical skills.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Normally, the student's undergraduate training must be in a field of social sciences to be considered for admission to this program. Applicants are expected to take the Graduate Record Examination.

Faculty

Professor
Seyom Brown,
Chair: International
relations. American
foreign policy.

Professor
Donald Hindley:
Comparative politics.
Southeast Asia; Latin
American politics.

Professor
Ruth S. Morgenthau:
Comparative politics.
Africa.

Associate Professor
Jeffrey B. Abramson:
Political theory.
Constitutional law.

Associate Professor
R. Shep Melnick:
American politics.
Public law and
revolution.

Assistant Professor
Ethan Kapstein:
International relations.
International political
economy.

Professor
Robert J. Art:
International relations.
American foreign
policy.

Professor
Mark Huijling:
Political theory.

Professor
Peter Woll:
American politics.
Administrative law.

Associate Professor
Steven Burg:
Comparative politics.
U.S.S.R. Eastern
Europe.

Associate Professor
Ralph Thaxton:
Comparative politics.
Peasants and
revolution.

Assistant Professor
Sidney Milkis:
American government.

Professor
Martin A. Levin,
Director, Gordon
Public Policy Center:
American politics.
Urban politics.

Assistant Professor
James Hollifield:
Comparative politics.
Political economy.

Degree Requirements

Master of Arts

Normally, no one will be accepted into the program who is not a doctoral candidate. However, the M.A. degree may be awarded upon satisfactory completion of one year of residence with a minimum of six courses, the submission of a research paper approved by two members of the politics department faculty and either the demonstration of proficiency in a foreign language or satisfactory completion of two term courses of statistics or satisfactory completion of the scope and methods seminar as described under the Ph.D. research tools requirements below. (Courses taken in language, statistics or scope and methods will not be counted toward the six courses required for the M.A. degree.)

Doctor of Philosophy

Students should note certain special features of the program, in particular, (a) instruction in small seminars under close faculty supervision, (b) supervised independent study facilities within the department, (c) supervised teaching assistantships, (d) opportunities for study in the consortium of universities in the Boston area, and (e) the opportunity to incorporate work in related and relevant fields, e.g., economics, anthropology, philosophy. Each student is assigned to a departmental advisor who will help plan a professional and pertinent program of study. A continuity of faculty direction is ensured throughout the program with allowance for shifts in curricular interest.

Program of Study.

The student must complete two years in residence and a minimum of 12 term courses. Students with an M.A. in political science from other institutions may petition at the end of one year to have their previous graduate courses accepted for Brandeis credit; this may relieve them of as much as a year of residence requirement. (However, they must satisfy all Brandeis requirements: distribution of curriculum, language, etc.) For distribution, each graduate student will be required to take three of the following fields: American Government, Comparative Government, International Relations, Political Theory or two of the above plus a category of study at the graduate level in another department of the University, as shall be judged valid for the student's program by this department.

Within each subfield chosen, students are expected to have a broad knowledge of the major theoretical and analytical approaches, a more intensive familiarity with one or more functional areas of the subfield and special expertise in particular geographic areas, policy issues and/or historical periods. The requirements for a student majoring in each subfield are somewhat more extensive than those for a student choosing it as a second or third field. The specific requirements for each subfield may be obtained from the politics department.

The standard work load for full-time students is at least three courses in each term of their first two years of study. Fourth courses and audits are encouraged, but the load is deliberately set so that the student may supplement his or her regular course work with independently motivated reading and scholarship. Reading courses will not be offered to first-term students and will be discouraged generally during the first year. By the end of the first year, students should have identified their major and at least one of their minor fields of interest, and should make this known to their advisor and the Graduate Studies Chair.

Research Tools Requirement.

Prior to admission to Ph.D. candidacy, each student is required to: (1) pass with a graduate grade (B- or above) the politics department's Seminar in Scope and Methods. Credit for this one-term course may be counted toward fulfillment of the Ph.D. course requirements. A similar course taken elsewhere may be used to fulfill this requirement, subject to the approval of the Graduate Committee. (2) Either a) pass a language examination (normally administered within the department) designed to test for a reading knowledge of a foreign language sufficient to conduct doctoral dissertation research, or b) pass with a B- or better course work in statistics approved by the graduate studies chairman. Neither courses taken in conjunction with the language examination nor statistics courses may be counted for course credit toward the Ph.D.

Evaluation of First Year.

At the end of each student's first year in the graduate program, there will be a consultation between the student and three members of the department to evaluate the student's academic progress, and to help plan the student's subsequent work.

Research Paper.

Each second-year graduate student is required to submit a high-quality research paper, which must be approved in its final version by two members of the department (appointed by the graduate advisor in consultation with the student) before the student will be allowed to take the comprehensive Ph.D. qualifying examinations.

Candidacy for the Ph.D.

A student may be admitted to candidacy for the Ph.D. degree upon completing the course and research paper requirements, passing the qualifying examination, fulfilling the methodology requirement and obtaining departmental approval of the subject and preliminary précis of the dissertation.

Normally at the end of the fourth term or early in the fifth, a formal oral and written examination for candidacy for the Ph.D. will be given covering the student's three fields but with emphasis on the subfield(s) in which the student has done the most work. Examinations are to be taken in one of three periods, each four weeks long, especially designed by the department's graduate director each year for this purpose (early fall term, early spring term and late spring term). Each student will take all three written field examinations (one each week) and a follow-on oral examination during one of these designated examination periods. Students are examined orally in their three fields simultaneously.

Each student must complete the Ph.D. qualifying examinations by the end of his/her fifth term in the program, and must submit a dissertation prospectus by the end of the sixth term. Any extension must be granted specifically by the Graduate Committee.

Dissertation and Defense.

The dissertation will be completed under the supervision of an appropriate member of the departmental faculty. The dissertation proposal must be sponsored by a departmental committee of at least two members appointed by the department chairman in consultation with the Graduate Committee. It is assumed that the writing of the dissertation will take at least one year and, barring exceptional circumstances, not more than two and one-half years. The student must successfully defend the dissertation at a final oral examination conducted by his/her two departmental supervisors and another faculty member from outside the department or from another university.

Teaching Assistantships.

As determined by funds and undergraduate enrollments, the department compensates students for teaching assistant work in an amount customarily based on the type and amount of work performed. First-year students do not normally receive teaching assistantships. It is the policy of the department that teaching experience is a normal and necessary part of the graduate training program and that ideally all students should have this opportunity.

Courses of Instruction

Seminars for Graduate Students

**Politics 201b.
Seminar: Political
Research and
Analysis**

The objective of the course is to provide students with an introduction to research methods and techniques of analysis appropriate for processing and analyzing political data. The emphasis will be on teaching students to understand and critique various methodologies used in political science, including historical/structural analysis, survey research, statistical analysis and formal theory.

The first section of the course will be devoted to some preliminary reflections on the study of politics, particularly the scientific method, ethical and philosophical issues (e.g., a critique of behavioralist and positivist approaches), and the criteria for good theory. The course will also introduce students to the basic concepts and uses of statistics, particularly correlation, regression and problems of causal inference.

Usually offered in even years.

Staff

**Politics 203a.
Seminar:
Comparative Politics**

An examination of the approaches, concepts and theories of the field of comparative politics.

Usually offered in even years.

Staff

**Politics 203b.
Seminar: Selected
Topics in
Comparative Politics**

This course is intended to provide graduate students an opportunity to engage in research and discussion of selected issues in comparative politics. Each term it will deal with a different topic in greater depth than is possible in the context of the department's field seminar in this area. The focus of the course will vary each time it is offered, which is expected to be in alternate years.

Usually offered in even years.

Staff

**Politics 204a.
Seminar:
International
Relations Theory**

An examination of the approaches, concepts and theories in the field of international politics.

Usually offered in odd years.

Staff

**Politics 204b.
Seminar: Selected
Topics in
International
Relations**

This course is intended to provide graduate students an opportunity to engage in research and discussion of selected issues in international relations. Each term it will deal with a different topic in greater depth than is possible in the context of the department's field seminar in this area. The focus of the course will vary each time it is offered, which is expected to be in alternate years.

Usually offered in even years.

Staff

**Politics 205a.
Seminar: American
Politics**

An examination of the approaches, concepts and theories in the field of American politics.

Usually offered in even years.

Staff

**Politics 205b.
Seminar: Advanced
Topics in American
Politics**

This course is intended to provide graduate students an opportunity to engage in research and discussion of selected issues in American politics. Each term it will deal with a different topic in greater depth than is possible in the context of the department's field seminar in this area. The focus of the course will vary each time it is offered, which is expected to be in alternate years.

Usually offered in odd years.

Staff

**Politics 206a.
Seminar: Political
Theory**

An examination of the approaches and concepts in the field of political theory.

Usually offered in odd years.

Staff

**Politics 206b.
Seminar: Advanced
Topics in Political
Theory**

This course is intended to provide graduate students an opportunity to engage in research and discussion of selected issues in political theory. Each term it will deal with a different topic in greater depth than is possible in the context of the department's field seminar in this area. The focus of the course will vary each time it is offered, which is expected to be in alternate years.

Usually offered in even years.

Staff

Seminars for Graduate Students and Advanced Undergraduates

**Politics 208b.
Seminar: Liberty
and Equality in
American Politics**

Examines how competing conceptions of liberty and of equality have affected American political life. Readings include the *Federalist Papers*, Tocqueville's *Democracy in America*, the Lincoln-Douglas debates and material on freedom of the press, freedom of religion, desegregation, affirmative action and emergency powers.

Usually offered in even years.

Mr. Melnick

**Politics 215b.
Seminar:
Constitutional Law
and Theory**

An advanced research seminar on selected issues of constitutional law.

Usually offered in even years.

Mr. Woll

**Politics 218b.
Seminar: Research Seminar:
Elections in Theory
and Practice**

This course provides students with an opportunity to research a topic of interest on elections in the United States. Attention will be paid to various theories that have been offered to explain voting, as well as the basic empirical methodologies used to investigate political behavior. In consultation with the instructor, each student will undertake the completion of a research project based on a computer analysis of recent elections in the United States.

Usually offered in odd years.

Mr. Milkis

**Politics 222b.
Seminar: Policy
Analysis and Policy
Implementation**

This is a course in political economy — the interface of economics and political science. It uses concepts of economics and political science to develop better analysis of public sector issues in order to ameliorate social problems. It integrates formal techniques of analysis (such as cost-benefit analysis, decision theory, modeling), with a concern for political feasibility and the constraints of implementation, especially those flowing from the nature of organizations. Problem areas will be chosen to illustrate the dual dilemmas in imperfect public interventions.

Usually offered every year.

Mr. Levin

**Politics 223a.
Seminar:
Government,
Business and
American Politics**

This seminar examines the interaction of economics and politics in the American political system. A good deal of emphasis is placed on the politics of regulation, and on the philosophical and historical context in which government-business relations have developed. Using environmental and consumer regulation as examples, the course examines the prospects for regulatory reform, and the effects on the public interest of political efforts to curb the impact of federal intervention in society.

Usually offered in odd years.

Mr. Milkis

**Politics 231b.
Seminar: Advanced
Topics in Soviet
Politics**

This course is intended to provide advanced undergraduate and graduate students with an opportunity to engage in research and discussion of selected issues in Soviet domestic politics or foreign policy.

Usually offered in even years.

Mr. Burg

**Politics 247b.
Seminar: The
Modern Chinese
Revolution**

This course provides an in-depth exploration of the origins, process and consequences of the modern Chinese revolution. It focuses specifically on Western social science theories and interpretations of the revolution. It also provides a comprehensive perspective on revolution in 20th-century China and revolutionary movements in other parts of the globe.

Usually offered every year.

Mr. Thaxton

**Politics 248a.
Seminar:
Contemporary
Chinese Politics**

This course provides a broad and in-depth understanding of key issues in contemporary Chinese politics — China after 1949. It is especially concerned with the role of the state in promoting economic development, social betterment, political stability and justice.

Usually offered every year.

Mr. Thaxton

**Politics 252a.
Seminar: The
Political Economy of
Advanced Industrial
Democracies**

The seminar is designed to introduce students to the history and theory of political economy, giving particular attention to the relationship between capitalism, socialism and democracy. We also shall devote considerable time to the study of the development of the political economies of Western Europe and North America since 1945. This study will seek to determine the scope and role of government in the economies of the advanced industrial democracies.

Usually offered every year.

Mr. Hollifield

**Politics 254b.
Seminar:
Comparative Public
Policy**

The purpose of the seminar is to introduce the student to the basic theories and concepts used in order to compare public policies cross-nationally. An assumption of the seminar is that the analysis is concerned with national systems and less concerned with international systems. Our main concern will be to use policy analyses within systems.

Usually offered every third year.

Staff

**Politics 257a.
Seminar: Politics
and Society in
Western Europe**

The course treats Western Europe as a case study in political development and as a testing ground for theories of political support and legitimacy. It is designed to deal with three major topics relating to the political development of Western Europe: (1) the transition from feudalism and the creation of the modern capitalist state; (2) the processes of legitimation of the institutional order during and after the industrial revolution; and (3) the accommodation of industrial workers and the rise and fall of class politics.

Usually offered in even years.

Mr. Hollifield

**Politics 258a.
Seminar: Political
Participation**

An examination of the major models, or conceptualizations of participation and their ideological or political underpinnings, and an exploration of the variety of actual forms of participation and "regime-type," and attempts to differentiate "participation" from other forms of political behavior, such as "mobilization" or "involvement," and thereby distinguish between "citizens" and "subjects."

Usually offered in even years.

Mr. Burg

**Politics 266b.
Seminar: Issues in
International
Political Economy**

Selected theories of international relations will be used to analyze current problems in international political economy. Issues such as global debt, Third World development, North-North and North-South economic relations and resource-politics will be examined in depth.

Usually offered every year.

Mr. Kapstein

**Politics 274b.
Problems of
National Security**

An analysis of current issues in national security policy through examination of basic theories on the role and utility of force in international relations. Topics covered include nuclear deterrence, force planning and budgeting arms control, force projection in the Persian gulf, proliferation and the NATO alliance.

Usually offered every year.

Mr. Art

**Politics 279a.
Seminar: The
Politics of Food
Security**

Why is there hunger in a world full of grain? The issue is examined from the international, national, regional and local levels. Why is economic growth not enough to end famine? What policies and programs promote adequate production and equitable distribution of food supplies? Readings will focus on international as well as national efforts to secure access to food at acceptable prices. How food policy is formulated and affects the rise and fall of governments is examined in case studies.

Usually offered every year.

Ms. Morgenthau

**Politics 302-317a
and b.
Readings in Politics**

Offered every year.

302a and b.
Mr. Brown

311a and b.
Mr. Levin

303a and b.
Mr. Hindley

313a and b.
Mr. Abramson

306a and b.
Ms. Morgenthau

314a and b.
Mr. Thaxton

307a and b.
Mr. Melnick

315a and b.
Mr. Burg

308a and b.
Mr. Woll

316a and b.
Mr. Hollifield

309a and b.
Mr. Art

317a and b.
Mr. Milkis

310a and b.
Mr. Hulliung

**Politics 400-416d.
Dissertation
Research**

Independent research for the Ph.D. degree.

400d. Mr. Abramson

410d. Mr. Hulliung

402d. Mr. Brown

411d. Mr. Levin

403d. Mr. Hindley

412d. Mr. Burg

406d. Ms. Morgenthau

414d. Mr. Thaxton

408d. Mr. Woll

415d. Mr. Hollifield

409d. Mr. Art

416d. Mr. Milkis

Other advanced undergraduate courses may, subject to the approval of the graduate studies chair, be taken for graduate credit.

Psychology

Objectives

The graduate program in psychology leads to the degree of Doctor of Philosophy. The goal of the program is to develop competent research psychologists and teachers who will become contributors to knowledge in psychology. Toward this end, an emphasis is placed on research activity, starting in the first term of graduate study. The program of study reflects a belief that the student should develop an area of research specialization and also should be exposed to a range of topics in general psychology. Dissertation supervision is available in the following areas: sensation, perception, memory, learning, thinking, comparative, developmental, personality, psychopathology, social psychology, linguistics and cognitive science.

The psychology department also offers a program leading to the degree of Doctor of Philosophy in Psychology with specialization in linguistics and cognitive science. This program focuses on mental representation, in particular the representation and processing of language. The program is designed to equip students with a broad understanding of contemporary linguistic theory and its relationships to other areas of psychology. The goal of the program is to train students to carry out independent, original theoretical or experimental research and to be able to bring their research to bear on wider issues.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

An undergraduate major in psychology is not required. Students with inadequate preparation may make up their deficiencies during their first year, but without residence credit. Students are admitted on a competitive basis, which includes evaluation of previous academic records, recommendations and results of the Graduate Record Examination (Aptitudes and Psychology Achievement Tests).

Applications to linguistics and cognitive science should specifically mention interest in this program.

Faculty

Professor
Leslie A. Zebrowitz,
Department Chair:
Social psychology.
Person perception.

Professor
Teresa M. Amabile,
Chair, Program in
Social/Developmental
Psychology: Social
psychology. Creativity.

Professor
Jane B. Grimshaw:
Linguistics. Language
acquisition. Syntactic
and lexical theory.

Professor
Ray S. Jackendoff,
Chair, Linguistics and
Cognitive Science:
Linguistics. Semantic
theory. Music.
Consciousness.

Professor
Raymond Knight:
Clinical psychology.
Experimental
psychopathology.

Professor
James R. Lackner,
Director, Spatial
Orientation
Laboratory: Human
experimental
psychology.
Psycholinguistics.

Professor
Joan Maling:
Linguistics. Syntactic
theory. Historical
syntax. Metrics.

Professor
Ricardo B. Morant,
Chair, Program in
Experimental/
Physiological
Psychology:
Experimental
psychology.
Perceptual
mechanism. Sensation
and perception.

Professor
Alan S. Prince:
Phonological theory.
Metrics.

Professor
Robert Sekuler:
Visual perception.
Aging.

Professor
James Todd:
Layout and motion
perception.

Professor
Arthur Wingfield:
Human memory.
Cognitive processes.

Professor
Edgar Zurif:
Neurolinguistics.
Psycholinguistics.

Adjunct Professor
Ashton Graybiel

Adjunct Professor
Marcel Kinsbourne

Adjunct Professor
Zick Rubin:
Social psychology.
Interpersonal
relationships.

Associate Professor
**Maurice
Hershenson:**
Visual space
perception. Visual
information
processing.

Associate Professor
Marjorie Lachman:
Life-span
development. Adult
personality.

Associate Professor
**Malcolm W.
Watson:**
Developmental
psychology.

Associate Professor
Jerome Wodinsky:
Comparative
psychology. Learning
theory. Sensory
physiology.

Visiting Associate
Professor
Leonard Saxe:
Social psychology.

Assistant Professor
D. Lynn Halpern:
Sensory physiology.
Visual and auditory
psychophysics.

Assistant Professor
Steven Kramer:
Infant perception and
development.

Assistant Professor
Maira Yip:
Autosegmental and
metrical phonology.
Tone systems.

Lecturer with rank of
Assistant Professor
Joseph Cunningham:
Developmental
psychopathology.

| Degree Requirements | | Breadth Requirement. | All graduate students must demonstrate breadth in the field of psychology before being admitted to candidacy for the Ph.D. This breadth requirement is fulfilled by demonstrating competence in at least six of the nine areas listed below. The requirements may be satisfied in any of three ways: |
|-----------------------------|---|---|---|
| Doctor of Philosophy | | | |
| Program of Study. | Although there is a two-year minimum residency requirement, four years of full-time graduate study are usually required for the Ph.D. The student is expected to carry the equivalent of 16 credit units per term during residency. | | a. by having completed an undergraduate or graduate course in that area, |
| Research. | Each student will devote one-quarter of his or her time to research the first term of the entering year. For all subsequent terms, students shall devote a minimum of one-half time to research. | | b. by completing an undergraduate or graduate course offered in that area at Brandeis, |
| Research Reports. | Students will submit reports on their research for the preceding year, in journal form, in time to permit evaluation of the first project by the end of the third term, and of the second project by the end of the fifth term. Satisfactory completion of the research projects is required for continuation in the program. Students who have satisfactorily completed the research requirements will be permitted to continue their work toward the doctorate with no formal requirement of a master's degree. | | c. by successfully passing the equivalent of any undergraduate final examination for that course. |
| Course Requirements. | Entering students will take PSYCH 210a, PSYCH 315d and two advanced courses in the first term of residence, one advanced course and PSYCH 210b in the second term. After that they shall take two advanced courses per term in the second year, and one each term thereafter until admitted to candidacy for the doctorate. Each term, a student must take at least one graduate level course or seminar (100-level or above) that is not an Independent Readings or Research course. Only selected 100-level courses, determined by the psychology department, will count as advanced, graduate level courses. Graduate level course selection will not be restricted to the psychology department but will be arranged by the student in consultation with the faculty advisor. | | Of the six courses, a minimum of two should be taken from areas in Group A and a minimum of two from Group B. |
| | | | Group A |
| | | | 1. Physiological/Sensory Processes 2. Perception 3. Learning/Comparative 4. Cognition/Memory 5. Cognitive Science/Linguistics |
| | | | Group B |
| | | | 1. Developmental 2. Social 3. Personality 4. Abnormal |
| Qualifying Examinations. | Before being admitted to candidacy for the doctorate, each student must also pass a qualifying examination. During the student's third year, he or she will be examined in the historical, theoretical and empirical literature related to the student's area of specialization, broadly conceived. The chairman of the department, in consultation with the student and advisor, will appoint a three-member committee to administer the qualifying examination. The examination may be in either oral or written form. A student may petition the department to take the examination a second time if necessary. | Teaching Assistant Requirements. | Each student must work as a teaching assistant for a minimum of four courses, including the course Introduction to Psychology. Other courses in which the teaching assistant requirement may be fulfilled include: statistics, experimental, physiological, sensory processes, perception comparative, learning cognitive processes, personality, abnormal developmental and social. Teaching assistant assignments will be based on course enrollments, with priority given to Introductory Psychology, Statistics and Experimental Psychology. |
| | | Language Requirement. Admission to Candidacy. | There is no foreign language requirement. |
| | | Dissertation and Defense. | A student may be admitted to candidacy for the doctorate upon fulfilling the above requirements. |
| | | | Following the completion of all examinations, the student will prepare a prospectus of the proposed dissertation study in consultation with a faculty dissertation sponsor. The prospectus may be based on preliminary research conducted prior to the student's admission to candidacy for the doctorate. Upon approval by the faculty of the department, a dissertation committee of three or more members will be appointed by the department chair, including the dissertation sponsor as chair of the committee. The dissertation sponsor will be responsible for advising the student throughout the performance of his or her work, in |

consultation with the remaining members of the committee at appropriate times in the course of the work. From time to time, the committee will report the student's progress to the department faculty.

The dissertation should provide evidence of originality, scholarship and research ability. It should be a contribution to knowledge, ordinarily an experimental investigation, but not necessarily so. Upon submission to the chair of the department of a copy of the dissertation, signed by all members of the dissertation committee and one member from outside of the University, and a successful defense of the dissertation before all members of the department, the award of the Ph.D. will be recommended to the Faculty Council of the Graduate School.

Breadth Requirements.

b. All students will take the following courses **every year until they are admitted to candidacy:**

Seminar in Cognitive Science
Two of: Topics in Syntax, Topics in Semantics, Topics in Phonology

c. **Beginning in the second term** every student will take a minimum of one research course per term. As part of the research requirement students attend the research seminar every year. All programs must be approved by the graduate advisor.

In addition to the areas covered by the course requirements, students must demonstrate competence in four areas, two from Group A and two from Group B.

Group A:

Psycholinguistics; neurolinguistics; language acquisition; historical/comparative linguistics.

Group B:

Cognitive psychology; statistics (graduate level); logic/philosophy of mind; computer science/artificial intelligence. Courses offered for satisfaction of the breadth requirement must be approved by the Linguistics and Cognitive Science faculty.

Master of Arts

Students in the Ph.D. program may petition for a Master of Arts degree upon completion of the following requirements: (1) one year minimum residency, (2) acceptable master's thesis, (an acceptable first-year research report will count as a master's thesis), (3) completed breadth requirements.

Ph.D. in Psychology with Specialization in Linguistics and Cognitive Science.

This program focuses on the development of formal theories of mental representation. It emphasizes the unity behind approaches to mind within cognitive psychology and linguistics, with attention to the important contributions of computer science and philosophy. Application should specifically mention an interest in this program.

The degree requirements are as given above, except in the following respects:

a. All students will take the following courses in their **first year:**
Syntax
Phonology
Research Seminar (for credit)
Seminar in Cognitive Science
One of: Topics in Syntax, Topics in Semantics, Topics in Phonology

Course Requirements.

Research Reports.

Students will submit reports on their research in time to permit evaluation of the first project by the end of the third term, and of the second project by the end of the fifth term. Satisfactory completion of the research projects is required for continuation in the program.

Courses of Instruction

Psychology 120b. Man in Space

This course concerns the physiological and psychological consequences of prolonged exposure to weightlessness. The topics covered will include a) how orbital flight is achieved, b) spacecraft life support systems, c) circulatory dynamics, d) sensory-motor control and vestibular function in free fall. Emphasis is placed on the physiological and psychological adaptations necessary in space flight and how astronauts must readapt on return to earth.

Usually offered every year.

Mr. Lackner

Psychology 130b. Life-Span Development: Adulthood and Old Age

Seminar on advanced topics in life-span developmental theory and methodology. Substantive emphasis will be on intellectual and personality changes that occur in the second half of life.

Usually offered in odd years.

Ms. Lachman

Psychology 132b. Cognitive Development

A comparison of Piaget's theory of cognitive development and research with other major theories and research in cognitive development. Special emphasis will be given to the development of causal thinking, symbolization, logical thinking and social cognition.

Usually offered in even years.

Mr. Kramer

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| Psychology 135b. Seminar in Social Cognition | <p>This course deals with research in impression formation and emotion perception. Information about people's psychological attributes that is provided in their face, voice and bodily movements will be considered. Issues of stereotyping, accuracy and errors in person perception will be treated as well as developmental differences, individual differences and cultural differences.</p> <p>Usually offered in even years.</p> <p>Ms. Zebrowitz</p> | Psychology 145b. Aging in a Changing World | <p>Psychological issues related to the aging processes are examined in a multi-disciplinary perspective. Social, biological, political, economic and historical/cultural factors that affect and are affected by psychological aging are considered. Topics include intellectual functioning, mental illness, memory loss, personality changes, social support, coping with stressful life events and physiological changes in later life.</p> <p>Usually offered in odd years.</p> <p>Ms. Lachman</p> |
| Psychology 136a. Advanced Topics in Developmental Psychology | <p>The objective of this course is to provide students with detailed information about theories and special topics of research in developmental psychology. A different topic will be selected each year.</p> <p>Usually offered every year.</p> <p>Messrs. Watson and Kramer</p> | Psychology 150b. Organizational Psychology | <p>This course covers the fundamentals of industrial/organizational psychology, including the topics of leadership, work motivation, organizational innovation, corporate culture, personnel selection, job evaluation and group dynamics.</p> <p>Usually offered in even years.</p> <p>Ms. Amabile</p> |
| Psychology 137b. Social Interaction | <p>Study of interaction among humans, chiefly from an experimental perspective. Such processes as social facilitation, imitation, conformity, cooperation and competition, bargaining, coalition formation, group problem solving and group decision making are examined. Models of interaction involving conflict are applied to the analysis of behavior in selected natural contexts.</p> <p>Usually offered in odd years.</p> <p>Staff</p> | Psychology 153a. Consciousness | <p>This course will explore the nature of conscious awareness and its relation to the mind and the body. After going through the philosophical history of the mind-body problem, we will discuss the role of consciousness in psychological theory from William James, through the behaviorist movement, to contemporary cognitive science. The course will dissect the differences between being conscious and being intelligent, being self-conscious and being able to use a language. Case studies to illuminate the discussion will be drawn from speculations regarding human infants, animals, computers and exotica such as split-brain patients and multiple personalities.</p> <p>Usually offered every third year.</p> <p>Messrs. Jackendoff and Morant</p> |
| Psychology 138b. Development of Play, Art and Creativity | <p>The objective of this course is to integrate principles of human development and principles of intrinsic motivation toward an understanding of how artistic creativity develops. Students will learn about the development and functions of play, fantasy and children's art and the parallels between these domains. They will then apply this knowledge to a discussion of creativity in the arts.</p> <p>Usually offered in even years.</p> <p>Ms. Amabile and Mr. Watson</p> | Psychology 154a. Human Memory | <p>Signature of instructor required.</p> <p>This course presents a systematic analysis of current and traditional memory research and theory as it sheds light on both normal memory and cognitive function and on memory deficits following cerebral damage.</p> <p>Usually offered every year.</p> <p>Mr. Wingfield</p> |
| Psychology 139a. Advanced Topics in Social Psychology: Mental Health Research and Policy | <p>Recent research on mental health problems and treatment will be analyzed from a social psychological perspective. The focus will be on research that elucidates the environmental component of mental disorders and treatment. Issues such as the relationship between homelessness and mental illness and the role of hospitalization in treating substance abuse will be considered. Signature of instructor required.</p> <p>Usually offered in odd years.</p> <p>Mr. Saxe</p> | Psychology 155a. Seminar in Visual Perception | <p>Seminar will discuss major issues in perception.</p> <p>Usually offered every year.</p> <p>Mr. Hershenson</p> |

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| Psychology 156b. Perceptual Development | <p>The seminar will consider recent theories and experiments that investigate perceptual development of infants. What does the infant know and when does he first know it?</p> <p>Usually offered in even years.</p> <p>Mr. Morant</p> | Psychology 165a. Seminar in Experimental Psychopathology | <p>This course will focus on how researchers study deviant behavior and what they have learned about the causes and life courses of psychopathology. It will focus on two broad classes of psychopathology — sexual aggression and schizophrenia — and will examine the interplay of biological and environmental variables that cause and sustain disordered behavior. Examples of some variables that will be considered include heredity, birth defects, family variables like child abuse and child rearing attitudes.</p> <p>Usually offered every third year.</p> <p>Mr. Knight</p> |
| Psychology 157b. Models of Human and Machine Vision | <p>This course will consider how a visual analysis of patterns of light can be used to determine the structures and movements of objects in the environment. An integrative approach to this problem will be adopted, which will survey current research and theory from perceptual psychology, neurobiology and artificial intelligence.</p> <p>Usually offered in even years.</p> <p>Mr. Todd</p> | Psychology 167b. Schools of Psychotherapy | <p>Theories and techniques of several schools of psychotherapy and behavior modification are considered. The theories of personality, methods of intervention, goals of therapy and relevant research will be emphasized.</p> <p>Usually offered every year.</p> <p>Mr. Knight</p> |
| Psychology 158b. Visual Psychophysics | <p>This seminar will cover current issues in spatial and binocular visual research. Modeling efforts in these areas will be evaluated in light of known neurophysiology of the visual system.</p> <p>Usually offered in even years.</p> <p>Ms. Halpern</p> | Psychology 168a. The Psychology of Creativity | <p>The purpose of this course will be (1) to explore the foundations of modern theory and research on creativity, and (2) to examine methods of stimulating creative thought and expression. The course material will include (1) psychodynamic, behavioristic, humanistic and social psychological theories of creativity, (2) personality studies of creative individuals, (3) studies of creative environments, (4) methods of defining and assessing creativity and (5) programs designed to increase both verbal and non-verbal creativity. Signature of instructor required.</p> <p>Usually offered every year.</p> <p>Ms. Amabile</p> |
| Psychology 160b. Seminar on Sex Differences | <p>This course will examine societal sex roles and lay beliefs about sex differences in light of evidence bearing on: (1) actual sex differences in ability and/or personality; (2) biological vs. social explanations for sex differences; (3) motivational and cognitive biases in the perception of group differences.</p> <p>Usually offered every year.</p> <p>Ms. Zebrowitz</p> | Psychology 169b. Disorders of Childhood | <p>This course will review issues of theory, research and practice in the areas of child and adolescent psychopathology and treatment. Special attention will be given to the need for examining abnormality in the context of normal developmental processes. The relationship between theory and practice will be explored through reading and discussion of theory, empirical research and clinical case material. Signature of instructor required.</p> <p>Usually offered in even years.</p> <p>Mr. Cunningham</p> |
| Psychology 161a. Clinical Psychology Practicum I | <p>This course, in conjunction with PSYCH 161b, provides an intensive, supervised practicum experience in the provision of mental health services. Students pursue a program of reading and spend one day a week working in a clinical facility. Weekly class meetings are structured to provide opportunities for personal and professional growth through discussion of individual experiences in the clinical setting.</p> <p>Usually offered every year.</p> <p>Mr. Cunningham</p> | Psychology 172a. Temporal Patterning of Behavior | <p>This course concerns the way animals control and perceive spatially directed posture and movements. Topics range from the definition of optical, mechanical and acoustic information about orientation to how body orientation and motion with respect to these referents may be represented.</p> <p>Usually offered in odd years.</p> <p>Staff</p> |
| Psychology 161b. Clinical Psychology Practicum II | <p>A continuation of PSYCH 161a.</p> <p>Usually offered every year.</p> <p>Mr. Cunningham</p> | | |

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| Psychology 173a. Psycholinguistics | See LING 173a for description. Usually offered in even years. Mr. Zurif | Psychology 199a. Neuropsychology | This course is designed as an introduction to the field of neuropsychology. Topics will include the concepts of cerebral dominance and localization of function within the human brain, with special reference to language and related mental function. The aphasic syndromes will receive special attention, including their symptoms, progress, brain localization and concomitant cognitive disorders. Usually offered every year. Mr. Zurif |
| Psychology 175b. Seminar in Sensory Perception | This course will survey the sensory systems, beginning with a detailed study of well-established anatomy and physiology and continuing with a discussion of more recent findings in each area. The readings are designed to link neurophysiological evidence with psychophysical observations. Usually offered every year. Ms. Halpern | Psychology 202b. Seminar in Human Spatial Orientation | Usually offered in even years. Mr. Lackner |
| Psychology 182b. Culture and Cognition | See ANTH 161b for description. Usually offered every year. Mr. Murray | Psychology 203a. Seminar in the Neuropsychology of Language | This seminar will consider theories of brain-language relations. Usually offered in odd years. Mr. Zurif |
| Psychology 183b. Psychological Anthropology | See ANTH 155b for description. Usually offered every fourth year. Mr. Saler | Psychology 205a. Seminar in Perceptual Development | A detailed analysis of recent experimental and theoretical literature on perceptual development. Usually offered in odd years. Mr. Hershenson |
| Psychology 184b. Philosophy of Psychology | See PHIL 141b for description. Usually offered in even years. Mr. Samet | Psychology 206b. Computer Methods in Psychological Experimentation | Usually offered in even years. Mr. Todd |
| Psychology 193b. Tests and Measurements | This course covers test theory, types of measurement, the theory and measurements of reliability and validity, and test construction. The measurements of intelligence, achievement and personality are also considered. Usually offered in odd years. Mr. Knight | Psychology 207b. Seminar in Perception | This course examines the various aspects of visual information by which objects and events in three-dimensional space are perceived by human observers. Current research in both psychology and artificial intelligence will be considered. Usually offered in even years. Mr. Todd |
| Psychology 194b. Language and Mind | See LING 194b for description. Usually offered in odd years. Mr. Zurif | Psychology 208a. Seminar in Cognitive Sciences | This year the seminar will discuss philosophical foundations of cognitive science: what constitutes a mental representation and how representation is involved in processing and brain function. Usually offered every year. Mr. Prince |
| Psychology 195a. Introduction to Psychological Theory | A survey of psychological theories including associationism, structuralism, functionalism, gestalt, behaviorism, psychoanalysis and their modern derivatives. Emphasis is on the nature of explanation. Usually offered every year. Mr. Hershenson | Psychology 209a. Advanced Seminar in Measurement Theory and Mathematical Modeling | Usually offered every third year. Staff |
| Psychology 197a. Language Acquisition and Development | See LING 197a for description. Usually offered in even years. Ms. Grimshaw | | |

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| Psychology 210a. Advanced Psychological Statistics I | Probability and inferential statistics for experimental research. Rules of probability, random variables and their distributions, statistical inference, tests of hypotheses and confidence intervals for population means, principles of experimental design, the analysis of variance. Introduction to computer analysis using the SPSS and BMDP statistical packages. | 224a and b. Research in Speech Perception and Cognitive Processes | Mr. Wingfield |
| | Usually offered every year. Staff | 225a and b. Research in Visual Space Perception | Mr. Hershenson |
| Psychology 210b. Advanced Psychological Statistics II | Statistical procedures for quasi- and non-experimental research. Correlation and regression, multiple regression, partial and multiple correlation, the analysis of contingency tables (cross-tabulations), nonparametric statistics. Computer data analysis using SPSS and BMDP. | 226a and b. Research in Cognitive Processes and Psychopathology | Mr. Knight |
| | Usually offered every year. Staff | 227a and b. Research in Neurolinguistics and Psycholinguistics | Mr. Zurif |
| Psychology 211b. Seminar in Binocular Vision | Usually offered in odd years. Ms. Halpern | 228a and b. Research in Syntax and Comparative Germanic | Ms. Maling |
| | | 229a and b. Research in Person Perception | Ms. Zebrowitz |
| Psychology 213b. Cognition and the Brain | Usually offered every fourth year. Staff | 230a and b. Research in Animal Behavior | Mr. Wodinsky |
| | | 231a and b. Research in Social Psychology | Ms. Amabile |
| Psychology 216b. Research Seminar in Cognitive Sciences | In this seminar, students will present and discuss their ongoing research. Usually offered every year. Staff | 232a and b. Research in Developmental Psychopathology | Mr. Cunningham |
| | | 233a and b. Research in Syntax and Language Learnability | Ms. Grimshaw |
| Psychology 218b. Seminar in Social Cognition | This course deals with research in impression formation and causal attribution. Causal attributions for one's own behavior as well as for other people's behavior will be treated. Determinants of impression formation and causal attribution to be covered include social information, attention, motives and individual differences. Usually offered every third year. Staff | 234a and b. Research in Life-Span Development; Adult Personality | Ms. Lachman |
| | | 235a and b. Research in Layout and Motion Perception | Mr. Todd |
| Psychology 220-240a and b. Courses in Research | Offered every year. | 236a and b. Research in Developmental Psychology | Mr. Watson |
| 220a and b. Research in Spatial Orientation | Mr. Lackner | 237a and b. Research in Perceptual and Cognitive Development | Mr. Kramer |
| 221a and b. Research in Semantics and Conceptual Structure | Mr. Jackendoff | 238a and b. Research in Metric and Phonological Theory | Mr. Prince |
| 222a and b. Research in Human Spatial Orientation | Mr. Morant | 239a and b. Research in Autosegmental and Metrical Phonology | Ms. Yip |

240a and b.
**Research in Sensory
Physiology: Visual
and Auditory
Psychophysics**

Ms. Halpern

**Psychology 300a.
Proseminar in Social
and Developmental
Psychology**

This course offers an in-depth review of primary sources in several major topic areas of social and developmental psychology.

Usually offered in odd years.

Mr. Watson

**Psychology 250-270a
and b.
Advanced Research
Project**

Offered every year.

250a and b.
Mr. Lackner

261a and b.
Ms. Amabile

251a and b.
Mr. Morant

262a and b.
Mr. Kramer

252a and b.
Mr. Rubin

263a and b.
Mr. Cunningham

253a and b.
Mr. Wingfield

264a and b.
Ms. Grimshaw

254a and b.
Mr. Hershenson

265a and b.
Ms. Lachman

255a and b.
Mr. Knight

266a and b.
Mr. Todd

256a and b.
Ms. Zebrowitz

267a and b.
Mr. Zurif

257a and b.
Mr. Wodinsky

268a and b.
Mr. Prince

258a and b.
Mr. Watson

269a and b.
Ms. Halpern

259a and b.
Mr. Jackendoff

270a and b.
Ms. Yip

260a and b.
Ms. Maling

**Psychology 304a.
Research
Methodology for
Developmental and
Social Psychology**

This course provides a comprehensive review of empirical methodology in social and developmental psychology including: research ethics, hypothesis testing, experimental and quasi-experimental design, naturalistic observation, survey and evaluation research, clinical and applied research, data analysis, report writing and peer review procedures.

Usually offered in even years.

Mr. Kramer

**Psychology 310b.
Topics in Data
Analysis for Social
Scientists**

Usually offered every third year.

Staff

**Psychology 315d.
Faculty Research
Seminar**

This seminar is required of all first-year graduate students. Taught by all faculty members of the department, the course exposes students to faculty members' current research.

Usually offered every year.

Staff

**Psychology 316a.
Social/Developmental
Psychology Research
Seminar**

This course is required of all social/developmental graduate students who have not been admitted to candidacy.

Usually offered every year.

Ms. Zebrowitz

**Psychology 280-299a
and b.
Advanced Readings**

Offered every year.

280a and b.
Mr. Lackner

290a and b.
Ms. Maling

281a and b.
Mr. Morant

291a and b.
Ms. Amabile

282a and b.
Ms. Halpern

292a and b.
Mr. Kramer

283a and b.
Mr. Wingfield

293a and b.
Mr. Cunningham

284a and b.
Mr. Hershenson

294a and b.
Ms. Grimshaw

285a and b.
Mr. Knight

295a and b.
Ms. Lachman

286a and b.
Ms. Zebrowitz

296a and b.
Mr. Todd

287a and b.
Mr. Wodinsky

297a and b.
Mr. Zurif

288a and b.
Mr. Watson

298a and b.
Mr. Prince

289a and b.
Mr. Jackendoff

299a and b.
Ms. Yip

**Psychology 320a
and b.
Advanced Tutorial
in Spatial
Orientation**

Usually offered every year.

Mr. Lackner

**Psychology 400-420d.
Dissertation
Research**

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| 400d. Mr. Lackner | 411d. Ms. Amabile |
| 401d. Mr. Jackendoff | 412d. Mr. Cunningham |
| 402d. Mr. Morant | 413d. Ms. Grimshaw |
| 404d. Mr. Wingfield | 414d. Ms. Lachman |
| 405d. Mr. Hershenson | 415d. Mr. Todd |
| 406d. Mr. Knight | 416d. Mr. Kramer |
| 407d. Mr. Watson | 417d. Mr. Zurif |
| 408d. Ms. Maling | 418d. Mr. Prince |
| 409d. Ms. Zebrowitz | 419d. Ms. Halpern |
| 410d. Mr. Wodinsky | 420d. Ms. Yip |

Courses and Seminars for Graduate Students and Advanced Undergraduates

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| Linguistics 100a. Introduction to Linguistics | A general introduction to linguistic theory and the principles of linguistic analysis. The central topic of the course is what speakers know about their language: syntax, semantics and phonetics and phonology. In each area, students will construct detailed analyses of data from English and from other languages. Additional topics such as historical linguistics and the psychological implications of linguistic theory will be covered as time allows. |
| | Usually offered every term. |
| | Fall Term: Mr. Jackendoff Spring Term: Ms. Yip |

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| Linguistics 110a. Phonological Theory | This course is an introduction to generative phonology, which is a theory of natural language sound systems. It begins with a review of articulatory phonetics, followed by distinctive feature theory and the concept of a "natural class." The central section covers morphology and the nature of morphophonetics and universal properties of the rules that relate morphophonemic and phonetic representations. The course ends with discussion of a special topic such as syllable structure or word formation. |
| | Usually offered every year. |
| | Mr. Prince |

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| Linguistics 112b. Introduction to Historical Linguistics | Principles and methods of language change and linguistic reconstruction. Emphasis on the history and development of the Indo-European language family. Readings from earlier scholars (Meillet, Jakobson, Vendry  s, etc.) as well as discussion of present-day issues in historical and comparative linguistics. Practical exercises in comparative method and internal reconstruction. |
| | Usually offered in odd years. |
| | Staff |

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| Linguistics 120b. Syntactic Theory | This course extends the syntactic framework developed in the introductory course through the study of such problems as the complement system and constraints on transformations, with emphasis on their relevance to universal grammar. |
| | Usually offered every year. |
| | Ms. Grimshaw |

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| Linguistics 122b. Investigations in an Unfamiliar Language | Using a native speaker of an unfamiliar language (such as Turkish or Amharic) as a source of data, the class will investigate the structure of the language and compare it with the structure of English and other familiar languages. May be repeated for credit. |
| | Usually offered in even years. |
| | Mr. Prince |

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| Linguistics 130a. Semantics | This course explores the semantic structure of language in terms of current linguistic theory. Topics to be covered include the nature of semantic representation, functional structure, presupposition and reference. |
| | Usually offered in odd years. |
| | Mr. Jackendoff |

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| Linguistics 135a. Linguistics and the Romance Languages | Usually offered every fourth year. |
| | Ms. Grimshaw |
| Linguistics 140a. History of the English Language | Usually offered in even years. |
| | Ms. Maling |

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| Linguistics 150b. Introduction to Cognitive Science | This course will consider how the mind is structured to represent and process information of relevance to language and other cognitive domains. |
| | Usually offered every year. |
| | Mr. Jackendoff |

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| Linguistics 153a. Consciousness | See PSYCH 153a for description. |
| | Usually offered every third year. |
| | Staff |

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| Linguistics 173a. Psycholinguistics | An introduction to modern psycholinguistics with an emphasis on language comprehension and production. Questions concerning species-specificity and the neurological organization of language are included for consideration. |
| | Usually offered in even years. |
| | Mr. Zurif |

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| Linguistics 194b. Language and Mind | An examination of the notion of innate ability to learn human language, considered in relation to issues of brain localization, species-specificity and developmental constraints. |
| | Usually offered in odd years. |
| | Mr. Zurif |

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| Linguistics 197a. Language Acquisition and Development | When a child knows a language he or she has successfully constructed a grammar of it; in the course of constructing the grammar the child must form hypotheses about the language and test the against the available data. The central problem of language acquisition is to explain what makes this formidable task possible. In the course, we will study and evaluate theories of language acquisition in this light, basing our conclusions on recent research in the development of syntax, semantics and phonology. The overall goal is to arrive at a coherent picture of the kinds of hypotheses children make, and the kinds of strategies they use as they progress toward mastery over their language. |
| | Usually offered in even years. |
| | Ms. Grimshaw |

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| Linguistics 199a and b. Directed Research | Usually offered every year. Staff |
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Seminars for Graduate Students

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| Linguistics 215b. Phonology | Recent developments in phonological theory, with special emphasis on prosodic phonology including autosegmental theories of tone, nonlinear morphology and phonology, and metrical theories of stress. Required of first-year graduate students in linguistics and cognitive science. Usually offered every year. Ms. Yip |
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| Linguistics 217b. Topics in Phonology | Topics drawn from recent research in metrical, autosegmental and lexical phonology. Requirements include a class presentation and a research paper. Material covered will vary from year to year. Usually offered every year. Mr. Prince |
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| Linguistics 225b. Syntax | Recent developments in syntax, including such topics as constraints on rules, trace theory, government and binding, and lexical-functional grammar. Required of first-year graduate students in linguistics and cognitive science. Usually offered every year. Ms. Grimshaw |
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| Linguistics 226a. Topics in Syntax | Current issues in the theory of syntax, focusing on research in government binding theory and lexical functional grammar. Topics covered will vary from year to year, but will generally include: anaphora, extraction, bounding conditions and lexical representation. Usually offered every year. Ms. Maling |
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| Linguistics 236a. Topics in Semantics | Current issues in the theory of conceptual structure and its relation to syntax. Usually offered every third year. Mr. Jackendoff |
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| Linguistics 240a. Field Methods | Working with a native speaker language consultant, the students in this course will investigate the phonology and syntax of a language unfamiliar to them. The students will gain expertise in linguistic analysis through exploring the hypotheses of current theory in a new language context. Usually offered in even years. Mr. Prince |
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Russian

See Joint Program of Literary Studies

Sociology

Objectives

The graduate program in sociology is primarily a doctoral program and is designed for students who intend to devote themselves to teaching and research in sociology. The student may, by satisfying certain requirements, receive the M.A. degree. The general objective is to educate students in the major areas of sociology with specialization in several of them.

Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to the sociology department. In addition, all prospective students are required to submit written material (papers, etc.) representative of their best work, which need not be, however, of a sociological nature.

Faculty

Professor George W. Ross,
Chair:
Political sociology.
Social theory.

Professor Egon Bittner:
Sociology of law.
Social control.

Professor Peter Conrad:
Sociology of health
and illness. Deviance.
Field methods.

Professor Maurice R. Stein:
Communities.
Culture. Counseling.
Consciousness.

Professor Irving K. Zola:
Sociology of health
and illness. Disability
studies. Deviance.
Field methods.

Associate Professor Gordon A. Fellman:
Marx and Freud.
Social stratification.
Peace studies.

Associate Professor Charles S. Fisher:
Technology and
environment. Social
psychology of
consciousness.

Associate Professor Gila J. Hayim:
Sociological theory.
Critical theory.
Phenomenology and
existential sociology.
Legal studies.

Associate Professor Shulamit Reinharz:
Qualitative
methodology. Social
gerontology. Feminist
research. Social
psychology.
Group dynamics.
History of women's
contributions to
sociology.

Associate Professor Carmen Sirianni:
Work. Organizations.
Theory. Time.
Comparative
sociology.

Assistant Professor M. Jacqueline Alexander:
Sociology of health.
Political sociology.
Third World
development.
Sociology of women.

Assistant Professor Karen V. Hansen:
Feminist theory.
Sociology of gender
and family.
Historical sociology.

Assistant Professor Michael W. Macy:
Quantitative methods.
Political sociology.
Class and
stratification.

Degree Requirements

Doctor of Philosophy

Program of Study.

Students entering the Ph.D. program in sociology are expected to undertake a two-year program of course work, as a part of which they are obliged to take the departmental proseminar (SOC 290a). The initial program of studies will be arranged in consultation with the graduate student's advisor. Consideration will be given to graduate work done elsewhere but formal transfer credit will be assigned only after the successful completion of the first year of study.

Requirements for the M.A.

An M.A. may be granted after the successful completion of three terms of course work and submission of two substantial research papers to be approved by the department.

Residence Requirements.

The minimum residence for the degree of Doctor of Philosophy is two years. It is expected that the Ph.D. will be earned within five years.

Language Requirements.

There is no foreign language requirement for the Ph.D. degree.

Qualifying Examinations.

Admission to Candidacy.

During a student's residency until the time of his/her formal admission to candidacy, the specific planning, evaluation and accreditation of his/her entire course of study will be in the hands of each student's Guidance-Accreditation Committee, comprised of three faculty members. Along with the student, this committee will lay out a general course of study designed to meet the interests and needs of the student. Upon completion of this course of study, the student will take an oral qualifying examination covering both general sociology and the areas of the student's special interests. The committee will report at least once a year to the Graduate Committee on the progress of the student, who is urged to fulfill accreditation by the end of his/her third year of residence.

A student shall be eligible for admission to candidacy for the Ph.D. upon fulfillment of the residence requirements, passing the departmental qualifying examination and successful defense of a dissertation proposal. The work on the doctoral dissertation will be supervised by a Dissertation Committee.

Dissertation and the Final Oral Examination.

The Ph.D. dissertation may be accepted by the department upon the recommendation of the Dissertation Committee. To be granted the degree, the student is required to defend the dissertation in a public Final Oral Examination.

Courses of Instruction

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| Sociology 103a. The Sociology of Mental Illness and Health | <p>This course will concern itself with various sociological and psychological perspectives on the causes, nature of, and treatment for mental illness. We will also focus on the ways in which mental health is conceptualized as an internal state and an interpersonal process, and on the suggested means through which it might be achieved.</p> <p>Usually offered every third year.</p> <p>Mr. Conrad</p> | <p>Sociology 111a. Political Sociology</p> <p>This course will examine the relationship between society and politics, social processes and political change. A critical analysis of the major concepts and alternative theories will be presented and their relevance to advanced Western societies (particularly the United States) will be discussed.</p> <p>Usually offered every fourth year.</p> <p>Staff</p> |
| Sociology 104a. Sociology of Education | <p>A study of educational institutions that examines pedagogy, educational structures and ideologies as they relate to social inequality in the broader society. This course examines the role of the institution of education as a force for social change versus the idea that education's function is to reinforce prevailing social conditions.</p> <p>Usually offered in even years.</p> <p>Staff</p> | <p>Sociology 112b. Social Class, Freedom and Equality</p> <p>The concept of social class; its role in determining life changes, lifestyles, income, occupation and power; theories of class and inequality; selected social psychological aspects of social class and inequality; American class structure and dynamics; American social class and imperialism.</p> <p>Usually offered every year.</p> <p>Mr. Fellman</p> |
| Sociology 105a. Feminist Critiques of Contemporary Society | <p>This course will critically evaluate the predominant theoretical approaches to understanding the oppression of women and the dynamics of sexism, racism and classism within the sex/gender system. It will use these perspectives to explore women's lives that often result in their subordination: sex segregation of the labor market, workplace discrimination, reproductive rights, sexuality, childcare and housework.</p> <p>Usually offered every year.</p> <p>Ms. Hansen</p> | <p>Sociology 114b. Society and Economy: Sociological Theories of Advanced Capitalism</p> <p>A review of modern social theories about the production and reproduction of advanced capitalistic economies and social orders, focusing on the specification of and relationships between major social groups, productive organizations and the market in dynamic perspective. Organized around the social history of the contemporary period, the course will discuss liberal-Keynesian, elite, social democratic, Marxist and Neo-Marxist, critical and neo-liberal theories.</p> <p>Usually offered every year.</p> <p>Mr. Ross</p> |
| Sociology 108b. Critiques of Contemporary Society | <p>Analysis of major approaches in contemporary sociology and critical theory and their implications for modern man. The emphasis is on the methods and functions of social criticism. Theorists like Comte, Weber, Ellul, Marcuse, Rieff, Williams and others will be considered.</p> <p>Usually offered every year.</p> <p>Ms. Hayim</p> | <p>Sociology 115a. Class Structure and Consciousness</p> <p>The course explores the importance of property, authority and knowledge in structuring socioeconomic inequality and shaping ideological alignments in contemporary society. What is class inequality, why does it exist and what are its psychological and political consequences? Has education supplanted property in status inheritance as well as attainment? Is complete meritocracy incompatible with class inequality or would it "perfect" it?</p> <p>Usually offered every year.</p> <p>Mr. Macy</p> |
| Sociology 110b. Sociology of Knowledge | <p>History and historical interpretation of the sociology of knowledge with particular emphasis on German and recent American literature.</p> <p>Usually offered in odd years.</p> <p>Mr. Wolff</p> | |

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| Sociology 116b. Comparative Ethnic Relations | <p>The main purpose of this course is to explore and understand the origin and nature of racial and ethnic differences as they manifest themselves in different human societies. We will explore how theoreticians explain and account for that difference and how those who experience that difference define and use it as a basis to change the content of their daily lives. Our method of exploration will be comparative, historical and interdisciplinary in perspective.</p> <p>Usually offered every year.</p> <p>Ms. Alexander</p> | Sociology 120a. Sociology of Underdevelopment I | <p>This course will examine selected aspects of the phenomenon of underdevelopment, paying particular attention to economic, political and social factors internal to Third World societies. Although the course will be informed throughout by general theorizing about underdevelopment and will include theoretical readings, it will emphasize the local consequences of large-scale processes. Topics include migration, rural organization, education and urban growth. The course is designed with the undergraduate concentrator in one of the social sciences in mind.</p> <p>Usually offered in odd years.</p> <p>Staff</p> |
| Sociology 117a. Work and Society | <p>Work and its transformation in contemporary society; Blue, white and pink collar work; professional and nonprofessional occupations; gender, family and work; labor market structures; affirmative action and comparable worth; crisis of American unionism; the impact of new technologies; occupational health and safety; the service society; postindustrial workplaces; Quality of Work Life reforms and worker participation in the United States, Japan and Europe; worktime innovations (jobsharing, flexible options); informal economy; the future of work.</p> <p>Usually offered every year.</p> <p>Mr. Sirianni</p> | Sociology 120b. The Sociology of Underdevelopment II | <p>This course examines selected aspects of underdevelopment, paying particular attention to processes of change internal to Third World societies.</p> <p>Usually offered in even years.</p> <p>Ms. Alexander</p> |
| Sociology 118a. American Jewish Life and Institutions | <p>Usually offered every year.</p> <p>See NEJS 161a for description.</p> <p>Mr. Sklare</p> | Sociology 121b. Mass Media and Social Reality | <p>Through an examination of the history and development of contemporary media, including television, films, print media, etc., the course will explore the impact of mass media on everyday life. We will consider questions of audience, politics and ideology, aesthetics and the structure of the culture industry as it perpetuates and creates images of "social reality."</p> <p>Usually offered in even years.</p> <p>Mr. Zola</p> |
| Sociology 118b. The Sociology of the American Jewish Community | <p>See NEJS 164b for description.</p> <p>Usually offered every year.</p> <p>Mr. Sklare</p> | Sociology 123b. The Crisis of the Welfare State | <p>Cross-national comparisons of the extensiveness and impact of the welfare state will be used to concretize and illuminate larger theoretical questions about the compatibility between the competitive logic of market economies and the universalistic, egalitarian principles of democratic politics. To what extent can democratic pressures alter market outcome? Has the welfare state finally gone "too far," paralyzing the "invisible hand"?</p> <p>Usually offered every year.</p> <p>Mr. Macy</p> |
| Sociology 119a. Militarism, the Arms Race and American Society | <p>The objective of the course is to increase comprehension of the consequences of militarism and the arms race for American society and for issues of global interdependence. Attention will be given to the post-World War II development of militarism and its relationship to American economic, political and social institutions including focus on issues of national security, international relations, environmental issues, nuclear proliferation and disarmament activity. An interdisciplinary course open to all students.</p> <p>Usually offered every year.</p> <p>Mr. Fellman</p> | Sociology 125b. Land and Peasant Struggles in Latin America/Caribbean | <p>In this seminar we examine the relationship between the ownership, use and control of land and the ability of "Third World" governments to satisfy the food and agricultural needs of their populations. Emphasis is placed upon the history of land policies, the role of multinationals, the nature of rural class structures, the emergence of peasant movements and the alternative organizations of cooperative agriculture. Case studies are drawn from Latin America and the Caribbean.</p> <p>Usually offered every year.</p> <p>Ms. Alexander</p> |

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| Sociology 126a. Sociology of Deviance | An investigation of the sociological perspectives of deviance, focusing particular attention on definitional sociopolitical and interactional aspects — and social response. Includes a review of theory and current research and discussions of various forms of noncriminological deviance and social control. Usually offered every year. Mr. Conrad | Sociology 134a. Women and Intellectual Work | This research seminar investigates the history of American women social scientists within the context of intellectual history, social structure and gender relations. We will analyze the scholarly work of different generations of women thinkers, including their reflective writing. We will also seek out women whose work has been ignored or trivialized, and examine the reports of the American Sociological Association on the status of women. From this course students should gain an appreciation both of the history of women's intellectual effort as sociologists and the contrast and continuities with current work. Usually offered in odd years. Ms. Reinharz |
| Sociology 129a. Politics and Inequality | This course uses a limited number of readings to introduce a series of related controversies about the political repercussions of social inequality. Students then investigate these issues using primary materials and report back their findings. The idea is that sociological knowledge can be acquired not only from books and lectures but also from actually "doing sociology." Prior methodological training is not assumed. Usually offered every year. Mr. Macy | Sociology 141a. Marx and Freud | The course stresses Marxian and Freudian treatment of human nature, human potential, social stability, conflict, change, consciousness, social class and the relationship between family and social process. Topics of contemporary importance are reviewed in the light of both traditions. Attempts to combine the two approaches are examined. Usually offered in even years. Mr. Fellman |
| Sociology 130a. The Family | This course attempts to understand the changes in the character of American families over the last two centuries. A central concern will be the dynamic interactions between economic, cultural, political and social forces and how they shape and are reshaped by families over time. Particular attention will be paid to the different experiences of men and women and how they vary by class, race and ethnicity. Usually offered every year. Ms. Hansen | Sociology 144b. Sociopsychological Dimensions of the Arms Race | In this course we will read the literature in, discuss and critically evaluate, the sociopsychological theories, speculations, interpretations and conceptualizations that explain and try to understand the arms race. Usually offered in odd years. Mr. Schwartz |
| Sociology 131b. Women's Biography | Through the biographies and autobiographies of women intellectuals, scientists, political leaders and "ordinary" women, this seminar will investigate the relationship between women's everyday lives, history and the sex/gender system. It will pose questions regarding biography as a methodology, sociological formulations of gender and the relationship between public, social and private life. Usually offered in odd years. Ms. Hansen | Sociology 147a. Sociology of Organizations | This course will introduce students to the study of organizations primarily through case studies of contemporary organizations in a variety of settings: e.g., street-level bureaucracies (welfare, police), federal bureaucracies (Department of Defense, OSHA), high-risk technology systems (nuclear power, nuclear weapons), private corporations (industrial and nonindustrial settings), universities and democratic collectives. A critical approach to organization theory — focusing on power, gender, opportunity, participation and organizational change — will be central throughout. Usually offered every year. Mr. Sirianni |
| Sociology 132a. City Limits: An Introduction to Urban Sociology | This class will examine the tensions arising from the interplay of the marketplace and social forces in modern urban settings. Special attention will focus on the opportunities and constraints in American cities. Usually offered in even years. Mr. Macy | Sociology 148a. Social Psychology of Consciousness I | Critical and practical examination of the concept of the individual both in itself and in social context. Social experiences are reexamined in terms of the qualities of mind that engender them. Traditional practices of meditation are reviewed in the forms of metaphor and parable in which they are presented. Usually offered every year. Messrs. Fisher and Stein |
| Sociology 133b. Social Change in Modern Africa | Usually offered every year. Staff | | |

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| Sociology 151b. Fieldwork in Social Settings: Environmental Research | <p>The purpose of this course is to provide students with an opportunity to do firsthand research in a setting of their choice. This could be in terms of a specific research project or an internship. Students are expected to find their own settings, subject to approval by instructor. Research techniques, including participant-observation, interviewing and document analysis, will be presented, along with appropriate methods for data analysis. Each student will prepare a sociological report on fieldwork experience.</p> <p>Usually offered every year.</p> <p>Mr. Conrad</p> | Sociology 165b. Sociology of Birth and Death II | <p>A continuation of SOC 165a.</p> <p>Usually offered every year.</p> <p>Mr. Stein</p> |
| Sociology 159a. Politics and Society in Contemporary France | <p>This course will focus on the political and social history of postwar France. The format of the course will be lecture-discussion, to be organized around outstanding and most representative films that cover the main events of postwar France.</p> <p>Usually offered every year.</p> <p>Messrs. Macridis and Ross</p> | Sociology 170b. Industrial Sociology | <p>An examination of modern industrial production and its implications for the social order. Stress will be placed on the nature of the industrial labor process, the internal organization of industrial institutions (the industrial relations system, unionization, management strategies and practices, bureaucratic and white collar work), and the relationships of industry with the state and the international system.</p> <p>Usually offered in odd years.</p> <p>Mr. Ross</p> |
| Sociology 161a. Society, State and Power | <p>This course will examine the ways in which power is exercised in different political regimes and social systems. The major focus of the course will be present-day advanced industrial societies, with particular consideration of the United States. Central topics will include the role of the state in society, the social forces that shape public policy, the control of social conflict. Contrasts will be drawn with Soviet-type societies.</p> <p>Usually offered every year.</p> <p>Mr. Ross</p> | Sociology 171a. Black and Third World Women | <p>This course will examine the position of women of color within the context of certain political, economic, social and cultural transformations occurring in the Third World and the United States. Particular emphasis will be placed on women in the Caribbean and Latin America in order to gain a better understanding of both the similarities and peculiarities of their experiences compared to their North American counterparts. We will allow women of color to speak for themselves (through literature, films, etc.) at the same time that we analyze these more global transformations.</p> <p>Usually offered every year.</p> <p>Ms. Alexander</p> |
| Sociology 164a. Existential Sociology | <p>This course is an introduction to existential thought and its relation to the discipline of sociology. Existential evaluation of selected theories on human nature and interaction, individual freedom and social ethics, the genesis and fate of the modern human group, types of authority, etc. Readings include works by Sartre, Durkheim, Goffman, Nietzsche, Kierkegaard, Mead and Merleau-Ponty.</p> <p>Usually offered every year.</p> <p>Ms. Hayim</p> | Sociology 173b. Contemporary Social Problems | <p>We will deal with a selected group of social problems among which will be: a) the social deterioration of the cities, b) the onslaught of information and misinformation, c) the troubles of consumerism, d) the burdens of racism and poverty, e) old age and social isolation. The aim of this course is to enable and encourage students to approach existing and proposed institutional arrangements critically.</p> <p>Usually offered every year.</p> <p>Mr. Bittner</p> |
| Sociology 165a. Sociology of Birth and Death I | <p>This course will explore the ways in which different societies shape the human experience of birth and death. It will focus on recent changes in the social settings and meanings of birth and death in advanced industrial societies. Topics to be covered include Eastern attitudes toward birth and death, the Holocaust and nuclear war, the social implications of medical technologies and the home birth and hospice movements.</p> <p>Usually offered every year.</p> <p>Mr. Stein</p> | Sociology 174b. Technology and Environment | <p>Nature and human productive activities are looked at in terms of the ways they affect each other. Particular attention will be paid to food systems. Transformations of the landscape, biological exchange, the history of agriculture, food processing and delivery will be discussed in relation to their impact on the environment and human life.</p> <p>Usually offered every year.</p> <p>Mr. Fisher</p> |

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| Sociology 176b. Issues in Third World Development | <p>This course will attempt to understand the nature of underdevelopment in the Third World by focusing on such issues as traditional culture, population increase and European colonialism. We will pay particular attention to the economic, political and cultural impact of the West and its implications for development in several Third World countries. Alternative theories and strategies of development will also be considered.</p> <p>Usually offered every year.</p> <p>Ms. Alexander</p> | Sociology 182b. World Population | <p>This course focuses on the changing size and composition of the world's population in modern times. This includes analysis of the causes and consequences of these changes by considering birth, death and migration in relation to the family, socioeconomic development, politics and public policy, the status of women, education and cultural institutions. The current population trends in the United States are compared with trends in other industrialized societies on the one hand, and with the situation in less economically developed countries on the other. This course will be conducted in a combined lecture-discussion format.</p> <p>Usually offered in odd years.</p> <p>Staff</p> |
| Sociology 177b. Aging in Society | <p>This course explores the social aspects of aging and old age in our society. We examine the definition and treatment of age in various societies with an eye for understanding the contemporary Western response to age. We will explore the experience of aging in different settings in our society, and the survival strategies of old age.</p> <p>Usually offered every year.</p> <p>Ms. Reinharz</p> | Sociology 188b. Sociology of Law | <p>The legal order considered in a framework of cross-cultural and historical comparison. The role of the instruments of the law and of the administration of justice in contemporary society.</p> <p>Usually offered every year.</p> <p>Mr. Bittner</p> |
| Sociology 178a. Sociology of the Professions | <p>An introduction to the professions in American society, from law and medicine to the public service, academic and business professions. Topics will include: the structure of careers and professional organizations, the schooling process, personal and family stress, bureaucratic work, relation to clients and government, alternative forms of professional work.</p> <p>Usually offered in odd years.</p> <p>Mr. Bittner</p> | Sociology 189b. Introduction to the History of Legal Thought | <p>A review of the intellectual development of Western conceptions of legality and of legal practice considered against the background of social change. Materials will be drawn from the history of Europe and the United States, from the late Middle Ages to the modern era.</p> <p>Usually offered every year.</p> <p>Mr. Bittner</p> |
| Sociology 181a. Quantitative Methods of Social Inquiry | <p>Sociology is possible because social life is structured and not random. Sociology is needed because the structures are often concealed. This course will introduce students to a variety of simple modeling techniques that may be useful for detecting such structured relationships. As such, it is not a statistics course (e.g., MATH 36b) but a course on how to use quantitative tools to think sociologically, to facilitate empirically grounded social inquiry. Although the methods are quantitative, the emphasis is not on their mathematical derivation but on conceptual understanding and hands-on (user-friendly) application. No statistical background is presumed.</p> <p>Usually offered every year.</p> <p>Mr. Macy</p> | Sociology 190b. On the Caring of the Medical Care System | <p>An analysis of the structural arrangements of medical practice and of medical settings. The focus is on the societal and professional response to illness. Major topics include: emergence of the medical profession, social and economic organization of the medical sector, medical care giving institutions, practitioner-patient interaction, comparative medical care systems and the medicalization of society.</p> <p>Usually offered every year.</p> <p>Mr. Conrad</p> |
| | | Sociology 191a. Health, Community, and Society | <p>An exploration into interrelationships of society and its institutions and the existence and experience of health and illness. Major topics include: social production of disease, social meaning of illness, community response to illness and the experience of illness.</p> <p>Usually offered every year.</p> <p>Mr. Conrad</p> |

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| Sociology 192b. Sociology of Disability | In the latter half of the 20th century, disability has emerged as an important social-political-economic-medical issue. It has, however, a distinct history characterized by one writer as a shift from "good will to civil rights." We will trace that history and the way people with disability are seen and unseen, and see themselves. Particular attention will be placed in understanding the self-care/self-help movement. | Sociology 203b. Field Methods | The methodology of sociological field research in the qualitative research tradition. Readings will include theoretical statements as well as experiential accounts of researchers in the field. The course will include exercises in specific methods and procedures of data collection (participant observation, interviewing, collaborative research, systematic observation, oral history) and data analysis. The focus of the course is on the student's completion of his/her own research project and functions as a support group to aid in its completion. |
| | Usually offered every year. | | Usually offered every year. |
| | Mr. Zola | | |
| Sociology 196b. Seminar: Writing and the Social Sciences | Examines the range of writing in the social sciences, both "popular" and "scholarly" including columns and life studies. Students write and exchange feedback on short pieces, with a view toward preparing work for publication. Frequent visits by social scientists, writers and editors. | Sociology 204a. Sociology and History | Usually offered every third year. |
| | Usually offered in odd years. | | Staff |
| | Mr. Zola | | |
| Sociology 200a. Classical Sociological Theory | Critical readings of the sociologies of Marx, Weber and Durkheim. | Sociology 205a. Sexual Stratification: Historical and Comparative Perspectives | Usually offered every third year. |
| | Usually offered every year. | | Staff |
| | Mr. Bittner | Sociology 206b. The Family | This course will study the evolution of the western European and American families and the historical processes that have shaped them, especially industrial capitalism, slavery and immigration. It will explore various controversies regarding the family: the family as an economic unit vs. a group of individuals with varying experiences; the effects of the shift of activity from primarily production to consumption; increased privatization vs. increased public intervention; recent changes in family structure and fertility patterns; and resolution of the double burden associated with the second shift for women. |
| Sociology 200b. Contemporary Social Thought | Examination of American and European social thought; system and conflict theory, the Chicago School, phenomenological sociology, critical theory and post-structural thought. | | Usually offered every third year. |
| | Usually offered in odd years. | | Staff |
| | Ms. Hayim | | |
| Sociology 202a. Quantitative Research Methods | This research seminar is designed to involve students in survey and archival data collection and analysis. Technical training will be coupled with explorations of methodological issues centering on the integration of theory and empirical research. Through hands-on assignments, students will learn to use a variety of modeling techniques and associated computer software. Although the methods are quantitative, the emphasis is not on their mathematical derivation but on conceptual understanding and hands-on (user friendly) application. No statistical background is presumed. | Sociology 207a. Feminist Theory | This course will review the primary schools of feminist theory, exploring how well each perspective explains the subordination of women. We will then examine key contemporary controversies that challenge the various perspectives: how to best integrate the study of race, class and gender; the issue of difference; the compatibility of postmodernism and feminist theory; the universalism debate; postcolonial discourses. We will then assess the direction of feminist theory in the 1990s. |
| | Usually offered in odd years. | | Usually offered in even years. |
| | Mr. Macy | | Staff |

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| Sociology 208a. Seminar in the Sociology of Organization | <p>This course examines classical and contemporary organizational theory primarily through case studies of contemporary organizations in a variety of settings: private corporations, unions, street-level bureaucracies, federal agencies, high-risk technology systems, universities, democratic collectives, social change organizations. Critical analysis of issues of power, gender, opportunity; participation will be a focus throughout.</p> <p>Usually offered in odd years.</p> <p>Mr. Sirianni</p> | Sociology 216b. The Frankfurt School and Critical Theory | <p>The course analyzes the foundations of critical theory and evaluates its reformation of the concepts and prospects of social change. Readings include Hegel, Gramsci, Lukacs, Marcuse, Habermas, Offe and Sartre.</p> <p>Usually offered in even years.</p> <p>Ms. Hayim</p> |
| Sociology 209b. Class and Politics | <p>Usually offered every fourth year.</p> <p>Staff</p> | Sociology 217a. Problems and Issues in the Sociology of Health and Illness | <p>The aim of this course is to offer a socio-cultural-historical-political perspective on the study of problems of health and illness. We will accomplish this by examining some of the basic assumptions underlying the way we conceive of and study issues in health care. The written assignments include a health diary, a text analysis and a book review.</p> <p>Usually offered every third year.</p> <p>Mr. Zola</p> |
| Sociology 210a. The Sociology of Development and Underdevelopment | <p>Usually offered every third year.</p> <p>Staff</p> | Sociology 218a. Advanced Topics in Social Theory and Methods: Surrender and Catch | <p>"Surrender" is the most immediate contact with a topic being studied or a situation or individual being encountered; "catch" is its outcome. In this seminar we will explore the relation between the idea of surrender-and-catch and the crisis of mankind from which it springs and trace affinities with other recent currents in the social sciences and philosophy.</p> <p>Usually offered in even years.</p> <p>Mr. Wolff</p> |
| Sociology 212a. Topics on Women and Development | <p>We examine the relationship between the "development" process and the continued subordination of women in Third World countries. The "development" rhetoric that evolved within major international agencies (U.S.A.I.D., World Bank) will be contrasted with the ways in which women have actively structured their lives. Emphasis is placed on women's position in production and reproduction and relationships among the domestic unit, class structure and the larger political economy. Our approach is multidisciplinary and cross-cultural with a focus on Asia, Africa, Latin America/Caribbean.</p> <p>Usually offered in odd years.</p> <p>Ms. Alexander</p> | Sociology 218b. Advanced Topics in Social Theory and Methods | <p>Usually offered every third year.</p> <p>Staff</p> |
| Sociology 214a. Topics in Social Psychology: Freud and the Freudian Tradition | <p>A study of Freud as a major social theorist. The role of motivation, body, sexuality, dreams, ambivalence, repression, transference, childhood, psychosexual development and psychosocial development in understanding social organization, social dynamics and change.</p> <p>Usually offered every third year.</p> <p>Staff</p> | Sociology 219a. Social Systems and Political Forms | <p>Usually offered every third year.</p> <p>Staff</p> |
| Sociology 215a. The Sociology of State Action | <p>An examination of theories and concepts that have been advanced to explain the dynamics of state action in different social and economic contexts, notably in such advanced capitalistic societies as the United States and in Soviet-type societies, notably in the USSR. Recent discussions of the degree to which the state acts independently of social and economic forces in society will be considered, as will concrete cases of state action.</p> <p>Usually offered every third year.</p> <p>Staff</p> | Sociology 219b. Advanced Topics in Political Sociology: Social Movements | <p>This year's topic will be social movements. Different contemporary approaches to the study of social movements will be reviewed, including collective behavior, rational action, resource mobilization and European "new social movements" theory. Empirical monographs about specific social movements will be considered.</p> <p>Usually offered in odd years.</p> <p>Mr. Ross</p> |
| | | Sociology 220b. Seminar on the Sociology of Politics | <p>A survey of the contemporary movements in the sociology of politics of advanced societies. Topics to be discussed will include pluralist and group theories, elite theory, behavioralism and voting studies, the theory of the state debate (neo-Marxist and neo-liberal variants), the "new institutionalism," theories of social movements, rational choice modeling.</p> <p>Usually offered in even years.</p> <p>Mr. Ross</p> |

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|--|---|--|--|----------------------------|---------------------------|----------------------------|--------------------------|---------------------------|-----------------------------|-------------------------|------------------------------|-----------------------------|-------------------------|--------------------------|-----------------------------|--------------------------|---------------------------|-------------------------|--|
| Sociology 221a. Advanced Topics in Sociological Theory: French Social Thought Since 1945 | <p>French social theory since 1945 will be reviewed in the context of French social history and the sociology of intellectuals. Reading will include Existentialists-Marxists (Sartre, Merleau-Ponty), Structuralists (Levi-Strauss, Althusser, Poulantzas), Liberals (Aron, Crozier, Boudon and others), and post-1968 figures such as Michel Foucault, Alain Touraine and Pierre Bourdieu.</p> <p>Usually offered every third year.</p> <p>Mr. Ross</p> | Sociology 225a. Deviance: Theories and Research | <p>Usually offered every fourth year.</p> <p>Staff</p> | | | | | | | | | | | | | | | | |
| Sociology 221b. Topics in the Sociology of Religion | <p>Usually offered every fourth year.</p> <p>Staff</p> | Sociology 226a. Theories in Social Psychology | <p>An examination of some major theorists of self and society, social interaction and interpersonal relations. Theorists considered will include Cooley, Mead, Sullivan, Goffman, Buber and others.</p> <p>Usually offered in even years.</p> <p>Mr. Schwartz</p> | | | | | | | | | | | | | | | | |
| Sociology 222b. Society and Health Promotion | <p>This graduate seminar will examine rise and development of prevention and health promotion in American society. We will examine various aspects of the health promotion phenomenon: the emergence of the risk factors paradigm, the wellness movement, government policy (e.g., Surgeon General's Report), research on community and individual intervention and worksite health promotion. The emphasis will be on a sociological understanding of health promotion, especially in terms of its emergence, various manifestations and social consequences.</p> <p>Usually offered in odd years.</p> <p>Mr. Conrad</p> | Sociology 228a. Themes in Sociological Theory — Phenomenology and Sociology: Alfred Schutz | <p>An introduction to phenomenology and its significance for sociology by an intensive study of selective writings of Alfred Schutz.</p> <p>Usually offered every fourth year.</p> <p>Mr. Wolff</p> | | | | | | | | | | | | | | | | |
| Sociology 223a. Sociology of Work | <p>The organization of work in contemporary society, with an emphasis on the United States and other advanced industrial or postindustrial societies (West Europe and Japan). Some limited discussion of work in less developed societies. Topics will include: forms of control, the deskilling debate, the impact of new technologies, gender and race, labor market segmentation, comparable worth, families and work, service work, the psychodynamics of work in postindustrial society, informal economy, new forms of flexibility, crisis of trade unions, future of work.</p> <p>Usually offered in even years.</p> <p>Mr. Sirianni</p> | Sociology 228b. Themes in Sociological Theory | <p>Usually offered every third year.</p> <p>Staff</p> | | | | | | | | | | | | | | | | |
| Sociology 224b. Class and Stratification | <p>This course confronts the "mainstream" tradition of stratification research with Marxist class theory, placing particular emphasis on the research methodologies implied by and characteristic of these contending analytic frameworks. Students will be expected to engage in small, term-long research projects informed by the theoretical and methodological issues that emerge from the readings and discussions.</p> <p>Usually offered in even years.</p> <p>Mr. Macy</p> | Sociology 230-257a and b. Readings in Sociological Literature | <p>Usually offered every year.</p> <table><tr><td>230a and b. Mr. Bittner</td><td>245a and b. Mr. Conrad</td></tr><tr><td>233a and b. Mr. Fellman</td><td>246a and b. Ms. Hayim</td></tr><tr><td>234a and b. Mr. Fisher</td><td>249a and b. Ms. Reinharz</td></tr><tr><td>238a and b. Mr. Ross</td><td>253a and b. Ms. Alexander</td></tr><tr><td>239a and b. Mr. Schwartz</td><td>256a and b. Mr. Macy</td></tr><tr><td>240a and b. Mr. Stein</td><td>257a and b. Mr. Sirianni</td></tr><tr><td>242a and b. Mr. Wolff</td><td>258a and b. Ms. Hansen</td></tr><tr><td>243a and b. Mr. Zola</td><td></td></tr></table> | 230a and b. Mr. Bittner | 245a and b. Mr. Conrad | 233a and b. Mr. Fellman | 246a and b. Ms. Hayim | 234a and b. Mr. Fisher | 249a and b. Ms. Reinharz | 238a and b. Mr. Ross | 253a and b. Ms. Alexander | 239a and b. Mr. Schwartz | 256a and b. Mr. Macy | 240a and b. Mr. Stein | 257a and b. Mr. Sirianni | 242a and b. Mr. Wolff | 258a and b. Ms. Hansen | 243a and b. Mr. Zola | |
| 230a and b. Mr. Bittner | 245a and b. Mr. Conrad | | | | | | | | | | | | | | | | | | |
| 233a and b. Mr. Fellman | 246a and b. Ms. Hayim | | | | | | | | | | | | | | | | | | |
| 234a and b. Mr. Fisher | 249a and b. Ms. Reinharz | | | | | | | | | | | | | | | | | | |
| 238a and b. Mr. Ross | 253a and b. Ms. Alexander | | | | | | | | | | | | | | | | | | |
| 239a and b. Mr. Schwartz | 256a and b. Mr. Macy | | | | | | | | | | | | | | | | | | |
| 240a and b. Mr. Stein | 257a and b. Mr. Sirianni | | | | | | | | | | | | | | | | | | |
| 242a and b. Mr. Wolff | 258a and b. Ms. Hansen | | | | | | | | | | | | | | | | | | |
| 243a and b. Mr. Zola | | | | | | | | | | | | | | | | | | | |
| | | Sociology 290a. Proseminar | <p>A seminar meeting once a week in which faculty members introduce their interests and research. Required of all first year graduate students. Other graduate students are welcome to attend.</p> <p>Usually offered every year.</p> <p>Mr. Ross</p> | | | | | | | | | | | | | | | | |
| | | Sociology 401-426d. Dissertation Research | <p>Independent research for the Ph.D. degree.</p> <table><tr><td>401d. Mr. Bittner</td><td>418d. Ms. Hayim</td></tr><tr><td>404d. Mr. Fellman</td><td>420d. Ms. Reinharz</td></tr><tr><td>405d. Mr. Fisher</td><td>423d. Mr. Conrad</td></tr><tr><td>410d. Mr. Ross</td><td>424d. Mr. Sirianni</td></tr><tr><td>412d. Mr. Stein</td><td>425d. Ms. Alexander</td></tr><tr><td>415d. Mr. Zola</td><td>426d. Ms. Hansen</td></tr></table> | 401d. Mr. Bittner | 418d. Ms. Hayim | 404d. Mr. Fellman | 420d. Ms. Reinharz | 405d. Mr. Fisher | 423d. Mr. Conrad | 410d. Mr. Ross | 424d. Mr. Sirianni | 412d. Mr. Stein | 425d. Ms. Alexander | 415d. Mr. Zola | 426d. Ms. Hansen | | | | |
| 401d. Mr. Bittner | 418d. Ms. Hayim | | | | | | | | | | | | | | | | | | |
| 404d. Mr. Fellman | 420d. Ms. Reinharz | | | | | | | | | | | | | | | | | | |
| 405d. Mr. Fisher | 423d. Mr. Conrad | | | | | | | | | | | | | | | | | | |
| 410d. Mr. Ross | 424d. Mr. Sirianni | | | | | | | | | | | | | | | | | | |
| 412d. Mr. Stein | 425d. Ms. Alexander | | | | | | | | | | | | | | | | | | |
| 415d. Mr. Zola | 426d. Ms. Hansen | | | | | | | | | | | | | | | | | | |

Spanish

See Joint Program of Literary Studies

Theater Arts

Objectives

The Master of Fine Arts Program in theater arts is designed both to train and to educate — to develop skilled craftsmen with knowledge and judgment about the arts.

Professionally oriented training is offered in three theatrical disciplines: Acting, Design or Design-Technical and Dramatic Writing.

The production program provides extensive practical experience for all students on and behind the stages of the three Spingold theaters, where the actors act, the designers design and construct and the playwrights have the opportunity to see their accepted plays produced.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Please note, the GRE is not required for theater arts admission. Students apply for admission to one of the three disciplines and, in addition to the standard application procedures, acting applicants are seen in an audition/interview, design applicants attend an interview with portfolio evaluation and dramatic writing applicants submit one or more original play scripts for evaluation.

Acting and design auditions/evaluations are held at Brandeis and at other locations around the country. Information about these auditions/evaluations will be furnished by the department after applications have been received; materials from dramatic writing applicants will be reviewed after applications have been received.

Admission is granted for one academic year at a time. Students in residence must make formal application for readmission to the graduate school by March 1 for the following year.

Faculty

Adjunct Professor
Michael Murray,
Director of the
Theater Arts Program:
Directing.

Professor
James H. Clay:
Directing.
Theater history.

Adjunct Professor
Karl Eigsti:
Scenic design.

Professor
Martin Halpern:
Playwriting and
dramatic literature.

Adjunct Professor
John Bush Jones:
Dramatic theory,
literature and
criticism.

Professor
**Theodore L.
Kazanoff:**
Acting and directing.

Adjunct Professor
Patricia Zippodt:
Costume design.

Associate Professor
Robert O. Moody:
Scene painting.

Associate Professor
**Maureen Heneghan
Tripp:**
Costume design.

Lecturer
Jan Curtis:
Singing.

Artist-in-Residence
Kate Carney:
Acting and directing.

Artist-in-Residence
Alexander L. Davis:
Voice and speech.

Artist-in-Residence
Susan Dibble:
Movement for the
actor.

Artist-in-Residence
Daniel CIDRON:
Acting and directing.

Artist-in-Residence
Barbara A. Harris:
Stage management.

Artist-in-Residence
Philip Hendren:
Technical director
and production
manager.

Artist-in-Residence
Elena Ivanova:
Costume design and
rendering.

Artist-in-Residence
Denise Loewenguth:
Costuming.

Artist-in-Residence
Annie Loui:
Movement. Style.

Artist-in-Residence
Mary Lowry:
Voice.

Artist-in-Residence
Leslie Taylor:
Scenic techniques.

Artist-in-Residence
Robin Wiseman:
Costume rendering.

Degree Requirements

Master of Fine Arts

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| Residence Requirements. | Acting: three years. Design and design/technical: three years. Dramatic writing: two years. Dramatic writing with Certification: three years. |
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Design and Design/Technical

All graduate design students will have the opportunity to be involved in production work as design assistants or designers during the course of the three-year program. This program is progressive from year one to year three beginning with basic design and crew work and ending with total production design responsibilities. Production assignments are given each year based on the design students' ability and desire, and consultation with the faculty.

Programs of Study

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| Acting | <p>The acting faculty provides close supervision of class and performance work for first-year actors; second- and third-year actors are the core of the acting company for mainstage and other production activities.</p> <p>First-year actors are not cast in major productions until the second term. Second- and third-year actors are required to audition for and play as cast in all major productions, unless excused by the chairman after consultation with the director.</p> <p>Actors are required to serve on a crew for one major production each year (about 60 hours); normally this crew may not be for a play in which the student is also performing. Students are expected to help on crew whenever they have time, regardless of formal credit.</p> |
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Dramatic Writing

Dramatic writing students are required to serve on two crews each year (about 120 hours). They are also required to participate in the preparation of any studio, workshop or major production of their plays mounted during the time they are in residence, and this counts as one crew. In rare instances, acting in a major production may count as one crew.

Courses of Instruction

Required Courses for First-Year Actors

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|---|---|
| Theater Arts 200d. (Formerly THA 201d.) Seminar in Dramatic Literature, Theory and Production Methods | Approaches to the analysis and interpretation of dramatic texts and the translation of texts into theatrical production, including discovery of "the world of play" through research and other investigation. The course material is based on the plays presented in the current Spingold Theater season each year. |
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Usually offered every year.

Mr. Jones

Theater Arts 202d. (Formerly THA 203d.) **Acting I Improvisation**

The focus is on uncovering the actor/storyteller's sense of play and a physical expression of inner life. Moving from ensemble and transformational work to psychophysical improvisations, the actor reconnects with a spontaneous flow of impulse and converts first into action, then into event in performance projects using masks, clowning and text as springboards.

Usually offered every year.

Ms. Carney

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| Theater Arts 201d. (Formerly THA 203d.) Acting I | Acting exercises and rudimentary scene work are used to awaken the actor's own impulse and eliminate conventional cliché responses. Scene work continues with the addition of circumstances, relationships and the logic and continuity of a play. |
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Usually offered every year.

Mr. Kazanoff

Theater Arts 203d. **Acting I Laboratory**

Small group work with instructor.

Usually offered every year.

Mr. Kazanoff

Theater Arts 205d. (Formerly THA 207d.) **Movement I**

Through physical awareness and alignment work, dance for the actor (including ballroom and folk dance styles), Alexander Technique, stage combat, movement improvisation and creative projects, this course offers the actor a process in which to experience more flexibility and freedom of expression through movement.

Usually offered every year.

Ms. Dibble and Ms. Loui

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|---|---|---|---|
| Theater Arts 207d. Movement I Tutorial | Individual and small group work with instructors. Usually offered every year. Ms. Dibble and Ms. Loui | Theater Arts 249d. (Formerly THA 225d) Production Laboratory I | A course specifically designed to provide guided practical experience to the student in a variety of theatrical crafts. Usually offered every year. Mr. Hendren and Staff |
| <hr/> | | | |
| Theater Arts 210d. (Formerly THA 209d) Voice I | Concentrates on voice production for performance and includes practical knowledge of how the voice works, identification of individual vocal habits and tensions, understanding dynamic relaxation and alignment. Particular attention given to breathing, rooting sound, forward focus of tone and development of resonance. Usually offered every year. Ms. Lowry | Required Courses for Second-Year Actors | |
| <hr/> | | Theater Arts 251d. (Formerly THA 204d) Acting II | Continuing work in exploration of process that integrates self and text through study of Laban, Chekov and techniques that help actor objectify emotion. Scoring now includes through-line and overall objective. Scenes from all of dramatic literature. Usually offered every year. Mr. Kazanoff |
| <hr/> | | Theater Arts 252d. (Formerly THA 204d) Acting II — Shakespeare | Acting in the second year contains significant work on Shakespeare, with emphasis on the physicalization of a role and the search for form. Usually offered every year. Mr. Gidron and Staff |
| <hr/> | | Theater Arts 255d. (Formerly THA 208d) Movement II | Includes warm-up with strength, stretch and alignment exercises. Contact improvisation, dance and mimetic techniques are explored. Personal creativity and use of advanced skills are stressed in movement projects continued into the second year. Usually offered every year. Ms. Dibble and Ms. Loui |
| <hr/> | | Theater Arts 256d. (Formerly THA 208d) Movement Style II | In this course, Period Dance and Styles are taught focusing on the Middle Ages and Renaissance. Tap, combat, Alexander Technique and free-form jazz dance are included in the second year. Usually offered every year. Movement Style Faculty |
| <hr/> | | Theater Arts 257d. (Formerly THA 208d) Movement II Tutorials | Individual and small group work with instructors. Usually offered every year. Ms. Dibble and Ms. Loui |
| <hr/> | | Theater Arts 260d. (Formerly THA 210d) Voice II | Continuation and consolidation of vocal skills learned in the first year. Vocal workouts are expanded to increase flexibility, range and power. Special emphasis on releasing heightened emotion, skills for handling artifice |
| Theater Arts 211d. (Formerly THA 209d) Voice I Tutorial | Individual and small group work with instructor. Usually offered every year. Ms. Lowry | | |
| Theater Arts 212d. (Formerly THA 205d) Speech I | Consists of defining the speech act, describing the organ of speech and isolating the sounds of speech through the International Phonetic Alphabet in order to reduce problems of articulation and train the ear to hear the subtle variations in sound, rhythm and melody of speech. Frequent readings used as practice. Usually offered every year. Mr. Davis | | |
| Theater Arts 213d. (Formerly THA 205d) Speech I Tutorial | Individual and small group work with instructor. Usually offered every year. Mr. Davis | | |
| Theater Arts 214d. (Formerly THA 233d) Singing I | Fundamentals in vocal technique and music theory. A survey of music theater repertoire and some classical repertoire. Small groups and/or tutorials. Usually offered every year. Ms. Curtis | | |
| Theater Arts 215b. (Formerly THA 304d) Rehearsal and Performance I | First-year actors are not cast in major productions until the second term when they will perform in the first-year production. Following that production, they are required to audition for, and play as cast in, all major productions. Usually offered every year. Acting Faculty | | |

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| Theater Arts 261d. (Formerly THA 210d) Voice II Tutorials | Individual and small group work with instructor. Usually offered every year. Ms. Lowry |
| Theater Arts 262d. (Formerly THA 206d) Speech II | A continuation of Speech I, focusing on rhythm and melody, leading into poetry and specifically dealing with Shakespeare. Dialect work will also begin during this year. Usually offered every year. Mr. Davis |
| Theater Arts 263d. (Formerly THA 206d) Speech II Tutorials | Individual and small group work with instructor. Usually offered every year. Mr. Davis |
| Theater Arts 264d. (Formerly THA 234d) Singing II | Intermediate vocal technique including a deeper focus on legato and leggiero work. Intermediate theory including intervals and ear training. A continuing survey of musical literature. Usually offered every year. Ms. Curtis |
| Theater Arts 265d. (Formerly THA 304d) Rehearsal and Performance II | Second-year actors are required to audition for, and play as cast in, all graduate productions. Usually offered every year. Acting Faculty |
| Theater Arts 299d. (Formerly THA 226d) Production Laboratory II | See THA 249d for description. Usually offered every year. Mr. Hendren |

Required Courses for Third-Year Actors

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| Theater Arts 301d. Acting III | Third-year acting is comprised of four seven-week intensive training units that concentrate on specific styles and playwrights, taught by members of the acting faculty and guest artists. Offerings in the past have included study of 17th-century language, film and television and Sam Shepard. Offerings are tailored to meet the needs of each third-year class. Usually offered every year. Acting Faculty |
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| Theater Arts 305d. (Formerly THA 302d) Movement III | This course focuses on the Restoration Period, Comedia style, and offers continued work in basic alignment and Alexander Technique. Curriculum also corresponds with seminars in Acting III. Usually offered every year. Ms. Dibble and Ms. Loui |
| Theater Arts 306d. (Formerly THA 302d) Movement Style III | A continuation of Movement Style II, advanced instruction is offered in specialized movement areas, including tap and stage combat. Actors should be eligible for certification by the Society of American Fight Directors as actor-combatants by their third year. Usually offered every year. Movement Style Faculty |
| Theater Arts 307d. (Formerly THA 302d) Movement III Tutorials | Individual and small group work with instructor. Usually offered every year. Ms. Dibble and Ms. Loui |
| Theater Arts 310d. (Formerly THA 303d) Voice III | Structured to complement the styles studied in third-year acting, special emphasis is also placed on individual needs, including exploration of "character" voices. Group vocal improvisations are introduced into class work. Usually offered every year. Ms. Lowry |
| Theater Arts 311d. (Formerly THA 303d) Voice III Tutorials III | Individual and small group work with instructor. Usually offered every year. Ms. Lowry |
| Theater Arts 312d. (Formerly THA 305d) Speech III | Continuation of dialect work and readings in classical drama as well as special projects and individual work. Usually offered every year. Mr. Davis |
| Theater Arts 313d. (Formerly THA 305d) Speech III Tutorials | Individual and small group work with instructor. Usually offered every year. Mr. Davis |
| Theater Arts 314d. (Formerly THA 334d) Singing III | Advanced vocal technique is emphasized, with further study of theoretical principles and concentration on sightreading. Survey of repertoire for learning and audition purposes. Usually offered every year. Ms. Curtis |

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| Theater Arts 315d. (Formerly THA 304d) Rehearsal and Performance III | Third-year actors are required to audition for, and play as cast in, all graduate productions. Usually offered every year. Acting Faculty | Theater Arts 226d. (Formerly THA 222d) Drafting I | A course specifically dedicated to developing drafting as a valid design language and tool for theatrical designers. Emphasis is placed upon development of techniques and skills to provide for clear communication of design ideas in the finished production drawings. Laboratory fee to be arranged. Usually offered every year. Mr. Hendren |
| Theater Arts 347a or b. (Formerly THA 315e) Playwriting Workshop III | Third-year actors are required to participate in one term of the Playwriting Workshop. Each week actors are assigned roles in new plays by Brandeis M.F.A. playwrights. Scripts are read in class and actors participate in the discussions following the reading. Usually offered every year. Mr. Halpern | Theater Arts 230d. (Formerly THA 217d) Costume Design I | Explores various methods of drawing and painting as tools for expressing the costume design. Projects will incorporate these design and technique problems. There will be extensive supervised work in class on these projects. Usually offered every year. Ms. Ivanova/Ms. Zipprodt |

Required Courses for First-Year Designers

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| Theater Arts 200d. (Formerly THA 201d) Seminar in Dramatic Literature, Theory and Production | See description under Courses Required for First-Year Actors. Usually offered every year. Mr. Jones | Theater Arts 231d. (Formerly THA 214d) Costume Pattern Drafting | Basic pattern drafting of bodices, sleeves, skirts and pants; followed by muslin construction, fitting and adaptation of the basic pattern to various styles of fashion. Laboratory fee to be arranged. Usually offered every year. Ms. Loewenguth |
| Theater Arts 220d. (Formerly THA 237d) Design Practicum I | Certain first-year students will be assigned as assistants to second- and third-year designers in areas of production such as scenic arts, props, hair and make-up, millinery, costume and lighting. Usually offered every year. Design Faculty | Theater Arts 232d. (Formerly THA 230d and THA 221d) Drawing I | An introductory course in drawing skills, including life drawing and basic and perspective drawing. Life drawing includes figure-drawing instruction and studio practice with a focus on developing the observational and drawing skills for set, costume and lighting designers. Using various exercises involving movement, form and shape, the student will learn the basics of perspective and drawing figures to scale. Laboratory fee to be arranged. Usually offered every year. Mr. Moody and Mr. Wiseman |
| Theater Arts 221d. Designing for Theater Seminar | This course provides all design students (scenic, costume and lighting) with a fundamental approach to designing in the theater. Emphasis is placed on developing visual equivalents for plays of all periods as they exist in non-visual/verbal texts. In addition, the students develop their ability to see theater with a visual eye and to transform abstract theatrical ideas into visual realities. Usually offered every year. Mr. Eigsti and Ms. Zipprodt | Theater Arts 235d. (Formerly THA 219d) Lighting Design I | The first-year graduate lighting design student will study an approach to developing a light plot with an emphasis on lighting mechanics and drafting conventions. The student will also develop visual awareness through the study of artistic composition as well as learn a conceptual approach to lighting design. Laboratory fee to be arranged. Usually offered every year. Staff |
| Theater Arts 222d. Designing for Theater Laboratory | An ongoing evaluation of portfolio materials created through the Designing for Theater Seminar. Usually offered every year. Mr. Eigsti and Ms. Zipprodt | Theater Arts 249d. (Formerly THA 225d) Production Laboratory I | See description under Courses Required for First-Year Actors. Usually offered every year. Mr. Hendren |
| Theater Arts 225d. (Formerly THA 211d) Set Design I | Students will work with problems of scale, model-making and drafting. They will explore using these techniques in designing sets. There is extensive supervised work in class on these projects. Usually offered every year. Ms. Taylor | | |

Courses for Second-Year Designers

In the second year, design students begin to specialize in a specific area of design. Under the advice of the design faculty, their choice of courses must be taken from the following list and department electives. All second-year design students are required to take THA 270d, Design Practicum II and THA 299d, Production Laboratory II.

Theater Arts 270d.
(Formerly THA 238d)
Design Practicum II

Design students will serve as assistants to the designers in the areas of scenery, costumes and lighting. In addition, selected students will design in the Laurie Theater. These design projects will be supported by the design faculty in each area (scenery, costume, lighting and scene painting).

Usually offered every year.

Design Faculty

Theater Arts 275d.
(Formerly THA 212d)
Set Design II

Second-year set design students will focus on advancing the technical and visual skills begun in the first year. Each student will delve further into using the text, music and theatrical space to shape their designs. An emphasis will be placed on developing an individual process to the work.

Usually offered every year.

Ms. Taylor

Theater Arts 276d.
(Formerly THA 227d)
Set Rendering II

Set rendering includes instruction in various drawing and painting techniques employed in the process of designing. The rendering projects are tailored to the student's theoretical set-design projects.

Usually offered every year.

Mr. Moody

Theater Arts 277d.
(Formerly THA 212d)
Stage Mechanics

A course that explores both the theater structure as a machine to house theatrical production and traditional as current techniques for the movement and rigging of scenery within that mechanical environment. Specific projects are assigned to develop scenery shifting strategies that allow for a variety of technological solutions to scenic movement problems.

Laboratory fee to be arranged.

Usually offered every year.

Mr. Hendren

Theater Arts 278d.
(Formerly THA 224d)
Scene Painting

Scene painting includes instruction in basic scene-painting skills, methods, materials and techniques commonly applied in scenic studios and scenery for theater, film and television.

Usually offered every year.

Mr. Moody

Theater Arts 280d.
(Formerly THA 218d)
Costume Design II

Second-year costume design students will focus on technical and design skills begun in the first year. In-depth investigation of text and music to reveal character will occur. Students will develop an individual approach to the work.

Usually offered every year.

Ms. Zipprott

Theater Arts 281d.
(Formerly THA 227d)
Costume Rendering I

Second-year costume design students will continue to develop their drawing and rendering skills, working from life studies and using their first-year projects as vehicles for exploration of techniques.

Usually offered every year.

Ms. Ivanova

Theater Arts 282d.
(Formerly THA 232d)
Costume Construction I

Conversion of basic pattern to historically accurate period costume with emphasis on construction.

Laboratory fee to be arranged.

Usually offered every year.

Ms. Loewenguth

Theater Arts 283d.
(Formerly THA 235d)
Costume History and Decorative Arts

This course studies the changing life styles of polite and impolite society, their models, manners and environments. Focus will be on the European world 1500-1900. Seminars and slide lectures will lead to each student's own presentation to the class and primary source research notebook.

Usually offered every year.

Ms. Tripp

Theater Arts 285d.
(Formerly THA 220d)
Lighting Design II

The second-year lighting design student will continue developing a conceptual approach to design and will also solve advanced problems in lighting design, i.e., musicals, opera and multi-set productions. Those students with a lighting emphasis will design the lighting for a departmental production.

Laboratory fee to be arranged.

Usually offered every year.

Staff

Theater Arts 290d.
Drafting II

A course specifically dedicated to the techniques of developing shop drawings from designer-produced plans and orthographic elevations. Emphasis will be placed on detail drawings in larger scales.

Usually offered every year.

Mr. Hendren

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| Theater Arts 291d. Scenic Technology II | <p>A course that fully explores scenery construction and assembly procedures based on using wood technology and materials. A study will be made of recent wood product innovations in the construction industry as applied to theatrical scenery fabrication.</p> <p>Usually offered every year.</p> <p>Mr. Hendren</p> |
| Theater Arts 292d. Production Planning and Resources Management | <p>A class that incorporates the processes involved in developing detailed season and individual production schedules. Comprehensive calendar projects will be assigned. Cost estimation, both materials and labor, will be explored, as well as production budget preparation. In addition, human relations principles and practices, OSHA regulations and state safety and personnel law will be covered.</p> <p>Usually offered every year.</p> <p>Mr. Hendren</p> |
| Theater Arts 293d. Costume Technology I | <p>This course entails a practical study of the building of costumes, exploring the properties and versatility of costume materials and fabrics, as well as the methods and machinery needed to create the costumes.</p> <p>Usually offered every year.</p> <p>Ms. Loewenguth</p> |
| Theater Arts 294d. Costume Crafts Seminar and Workshop I | <p>A practical study of the theories and methods involved in intricate costume crafts, creating accessories such as jewelry, masks and hats, as well as the dyeing and painting of fabrics. Taught by members of the Costume Staff, occasional guest artists who are experts in their crafts will be featured.</p> <p>Usually offered every year.</p> <p>Ms. Loewenguth and Staff</p> |
| Theater Arts 299d. (Formerly THA 226d) Production Laboratory II | <p>See description for THA 249, Production Laboratory I.</p> <p>Usually offered every year.</p> <p>Mr. Hendren</p> |

Courses for Third-Year Designers

As in the second year, third-year design students specialize in a specific area of design. Under advice of the design faculty, their choice of courses must be taken from the following list and department electives. All third-year designers are required to take THA 320d, Design Practicum III and THA 349d, Production Laboratory III.

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| Theater Arts 320d. (Formerly THA 239d) Design Practicum III | <p>Design students will be assigned shows to design in their specialized field of interest: scenery, costumes and lighting. In addition, assignments in scene painting, mask making, props and specialized costume accessories will also be given to design students who have achieved an advanced craft skills level in the course of the three-year program.</p> <p>Usually offered every year.</p> <p>Design Faculty</p> |
| Theater Arts 325d. (Formerly THA 242d) Set Design III | <p>An advanced design seminar, tutorial in nature, centered on the third-year student's portfolio. Each student works to develop a portfolio of projects and realized productions, which will serve as a basic tool in seeking employment in the professional theater after graduate training is completed.</p> <p>Usually offered every year.</p> <p>Mr. Eigsti</p> |
| Theater Arts 326d. Set Rendering II | <p>A continuation of THA 276d, Set Rendering I, this course involves advanced study on an individual basis.</p> <p>Usually offered every year.</p> <p>Mr. Moody</p> |
| Theater Arts 328d. (Formerly THA 243d) Scenic Crafts | <p>Scenic crafts provides advanced scene painting skills, methods, materials and techniques commonly applied in scenic studios and scenery for theater, film and television.</p> <p>Laboratory fee to be arranged.</p> <p>Usually offered every year.</p> <p>Mr. Moody</p> |
| Theater Arts 330d. (Formerly THA 243d) Costume Design III | <p>An advanced design seminar, largely tutorial in nature, centered on the students' portfolios and realized production designs, which will serve as the basic tool in seeking employment after graduation.</p> <p>Usually offered every year.</p> <p>Ms. Zipprodt</p> |
| Theater Arts 331d. (Formerly THA 244d) Costume Rendering II | <p>A continuation of THA 276d, Costume Rendering I, this course involves advanced study on an individual basis.</p> <p>Usually offered every year.</p> <p>Ms. Loewenguth</p> |

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| Theater Arts 332d. (Formerly THA 245d) Draping and Costume Construction II | Draping of various period costume, advanced study of costume construction. |
| | Laboratory fee to be arranged. |
| | Usually offered every year. |
| Ms. Loewenguth | |

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| Theater Arts 335d. (Formerly THA 246d) Lighting Design III | The third-year lighting design student will continue in individual and advanced problems as well as design the lighting for a departmental production. The third-year student is also encouraged to seek an internship outside of the department. |
| | Usually offered every year. |
| | Staff |

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| Theater Arts 340d. Drafting III | A continuation of THA 290d, Drafting II in terms of detail-oriented shop drawing techniques and skills, with the emphasis on construction technology and materials applications integrated into the drawing. CAD equipment and techniques will be introduced and explored as applicable to theatrical use. |
| | Usually offered every year. |
| | Mr. Hendren |

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|--|---|
| Theater Arts 341d. Theater Architecture and Engineering | A class that will explore the physical aspects of the theatrical structure, both auditorium and production spaces. Building and fire code considerations, as they affect theatrical architecture, will be explored. Guest lecturers and field trips to Boston-area theater spaces will be arranged. |
| | Usually offered every year. |
| | Mr. Hendren |

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| Theater Arts 342d. Production Supervision Practicum | A course that provides, under faculty guidance, student control and supervision (within given areas of expertise) of specific aspects of the actual production process of scheduled departmental productions as assigned. |
| | Usually offered every year. |
| | Mr. Hendren |

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|---|---|
| Theater Arts 343d. Costume Technology II | A continuation of THA 293d, Costume Technology I, this course explores in greater depth and with a more thorough application, the skills and knowledge acquired in the previous year's class. |
| | Usually offered every year. |
| | Ms. Loewenguth |

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| Theater Arts 344d. Costume Crafts Seminar and Workshop II | A continuation of THA 294d, Costume Crafts and Workshop I, this course involves more advanced study. |
| | Usually offered every year. |
| | Ms. Loewenguth |

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| Theater Arts 349d. (Formerly THA 325d) Production Laboratory III | See description for THA 249, Production Laboratory I. |
| | Usually offered every year. |
| | Mr. Hendren |

Required Courses for First-Year Playwrights

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| Theater Arts 200d. (Formerly THA 201d) Seminar in Dramatic Literature, Theory and Production Methods | See description under Required Courses for First-Year Actors. |
| | Usually offered every year. |
| | Mr. Jones |

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|--|--|
| Theater Arts 246e. (Formerly THA 200e) Seminar in Scene Writing and Analysis | For first-year graduate playwriting students; weekly assigned exercises in scene writing are read and critiqued in class with the aim of sharpening the students' skills in handling character motivation, conflict, progression and scenic structure. Open to second- and third-year students as a non-credit course. |
| | Usually offered every year. |
| | Mr. Halpern |

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|---|--|
| Theater Arts 247e. (Formerly THA 215e) Playwriting Workshop I | A double-credit course. |
| | The central course in the curriculum for all graduate playwriting students. Prepared reading and detailed critiques of student scripts, both one-act and full-length, at various stages of development, with the aim of shaping complete, producible plays. Individual conferences with the playwriting professor follow each workshop session on a student's script (and further development of the most viable scripts is provided through staged or semi-staged public readings, studio production and department productions). |
| | Usually offered every year. |
| Mr. Halpern | |

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|--|---|
| Theater Arts 249d. (Formerly THA 225d) Production Laboratory I | See description under section Required Courses for First-Year Actors. |
| | Usually offered every year. |
| | Mr. Hendren |

In addition, one full-year elective course in Theater Arts or approved courses in other departments.

Required Courses for Second-Year Playwrights

Theater Arts 296d.
(Formerly THA 202d)
Seminar in Dramatic Structure

Development of techniques for discovering and analyzing varying types of dramatic structures in plays from the Greeks to the present and employing structure as a tool to understanding or deriving meaning from theatrical texts.

Usually offered every year.

Mr. Jones

Theater Arts 297e.
(Formerly THA 216e)
Playwriting Workshop II

A double-credit course.
See description for THA 247e, Playwriting Workshop I.

Usually offered every year.

Mr. Halpern

Theater Arts 299d.
(Formerly THA 226d)
Production Laboratory II

See description for THA 249d, Production Laboratory I.

Usually offered every year.

Mr. Hendren

In addition, one full-year elective course in Theater Arts or approved courses in other departments.

Required Courses for Third-Year Playwrights

Theater Arts 347e.
(Formerly THA 315e)
Playwriting Workshop III

A double-credit course.
See description for THA 247e, Playwriting Workshop I.

Usually offered every year.

Mr. Halpern

Theater Arts 349d.
(Formerly THA 325d)
Production Laboratory III

See description for THA 249d, Production Laboratory I.

Usually offered every year.

Mr. Hendren

In addition, one full-year elective course in Theater Arts or approved courses in other departments. Students may take the following Theater Arts courses as electives as well as approved courses in other departments.

Theater Arts 350d.
(Formerly THA 213d)
Directing

Essentially a laboratory course emphasizing the director's responsibility to tell a story in strong theatrical terms. Student directors present scenes each week, which are analyzed and re-worked by the class with the goal of developing an imaginative and personal approach to a play. Open to second- and third-year actors, designers and playwrights.

Usually offered every year.

Mr. Murray

Theater Arts 352d.
(Formerly THA 240d)
Acting for Designers and Playwrights

An acting course for second- and third-year designers and playwrights.
Usually offered in odd years.

Mr. Kazanoff

Theater Arts 355d.
(Formerly THA 250d)
Career Workshop

Open only to third-year actors, this course is designed to help them prepare for the business demands of an acting career.

Usually offered every year.

Acting Faculty and Staff

Theater Arts 360c.
(Formerly THA 101c)
Stage Management

An introduction to the field, including: general organization and coordination, prerehearsal planning, the rehearsal process, technical considerations, the running of a show and specific problems from differing production types and styles, and varying levels of theatrical organization. Students must serve as stage manager or assistant stage manager for one departmental production.

Usually offered in odd years.

Ms. Harris

Theater Arts 380d.
(Formerly THA 310d)
Thesis Projects — Design

The graduate design thesis is a full-scale project that grows out of the periodic portfolio reviews. It may be either a realized or nonrealized project.

Usually offered every year.

Design Faculty

Theater Arts 390d.
(Formerly THA 300d)
Independent Study

Usually offered every year.
Staff

University Organization

Board of Trustees

Under Massachusetts law, the 50-member Board of Trustees is the governing body of the University. There are also four faculty representatives and three student representatives to the Board who participate in Board meetings and have votes on the several committees. The chair of the Fellows, the president of the National Women's Committee and the president of the Alumni Association serve *ex-officio*. Alumni elect annually an Alumni Term Trustee who serves as full voting trustee for a five-year term.

The President

The President, the chief executive officer of the University, is appointed by the Board of Trustees and is responsible for all university activities.

Chancellor Emeritus

Chancellor Emeritus of the University is an honorary title held by Brandeis' Founding President Abram L. Sachar.

University Fellows

University Fellows comprise about 400 national leaders from a broad base of business, educational and public life who lend counsel, expertise and support to University development and planning programs.

The President's Council

President's Councilors are leading men and women throughout the country whose skills and experience are placed at the disposal of the Brandeis president in areas of their special competence.

The Provost and Deans

The Provost and Dean of the Faculty, the chief academic officer of the University, supervises academic policy, undergraduate and graduate curricula, library services, the faculty and its departments of instruction.

The Associate Provost has responsibility for certain administrative and academic areas of the University including the School of Science; the Center for Complex Systems; Computing Services; Grant, Contract and Patent Administration; the Library; Development; and Strategic Planning.

The Associate Dean for Humanities, Arts and Social Sciences coordinates for the Provost's office all administrative, programmatic, development and planning functions for the component departments.

The Dean of the College of Arts and Sciences assumes responsibility for many areas affecting the academic lives of undergraduates, including curriculum development, advisory services and the academic progress of students.

The Dean of the Graduate School of Arts and Sciences oversees the individualized programs of graduate study for scholars, scientists and artists in 20 disciplines.

The Dean of the Florence Heller Graduate School for Advanced Studies in Social Welfare oversees the academic activities of the University's first and only professional school and its work in such areas as health, aging, income and employment and minorities.

The Dean of Student Affairs is responsible for many areas of student life, including student activities, residence life, career planning and placement, health service and athletics.

The Faculty Senate

The Faculty Senate, the elected representative body of the faculty, discusses such issues as academic freedom and responsibility, university policy, appointments, tenure, dismissal and salaries.

The Vice Presidents

The Executive Vice President for Finance and Administration oversees Brandeis' complete financial and administrative support operations. The major responsibilities include budgeting and planning, capital programs, endowment and investment management, administrative data processing, telecommunications, plant operations, employee relations, security, materials management and community relations. The Executive Vice President also serves as principal liaison with the Budget and Finance, Investment and Facilities committees of the Board of Trustees.

The Senior Vice President for Development and Alumni Relations is responsible for directing the institutional relations of the University related to fund-raising and alumni, including the National Alumni Association, regional alumni chapters and the Alumni Fund.

The Vice President for Administration is responsible for campus facilities, grounds and administrative operations.

The Vice President and General Counsel is the chief legal advisor to the President, the Board of Trustees and the University's senior management officials, including those responsible for administrative affairs, business and finance, development, public affairs and students affairs.

The Vice President for Public Affairs is responsible for the University's communications, including such publications as the *Brandeis Review*, the *Brandeis Reporter*, newsletters and brochures and external relations, including media relations. He also serves as the University's principal legislative and federal relations officer and provides liaison with certain national organizations.

The Vice President and University Treasurer is responsible for the financial administration and business operations of the University and for endowment management, the controllership function and related financial programs.

National Women's Committee

The National Women's Committee, "the largest friends of a library association" in the country with approximately 60,000 members, has been a partner with the University since 1948. The executive director and national office personnel are responsible for working with the organization's volunteer leadership to develop projects, implement programs and service more than 110 National Women's Committee chapters throughout the United States. This volunteer organization offers its membership a wide range of educational activities. These include unique study group programs with syllabi provided by Brandeis faculty; "University on Wheels" local adult education seminars; and special lectures by University speakers. Members serve as ambassadors of good will for the University in their local communities. The primary mission of the Women's Committee is to support the Brandeis University Libraries. The organization supports all aspects of the Libraries' operation, including the acquisition of books and research journals, restoration and preservation, computerized reference system, Library Work Scholars and rare acquisitions. Since the organization's founding 42 years ago by eight women in Boston, the National Women's Committee has contributed approximately \$36 million in support of the Brandeis Libraries.

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Ph.D., Harvard University

M. Jacqueline Alexander**
Assistant Professor of Sociology
Ph.D., Tufts University

Robert Z. Aliber
Visiting Professor of Economics
Ph.D., Yale University (University of Chicago)

Pamela Allara
Assistant Professor of Fine Arts
Ph.D., The Johns Hopkins University

Richard Alterman
Assistant Professor of Computer Science
Ph.D., University of Texas, Austin

Teresa M. Amabile
Professor of Psychology
Ph.D., Stanford University

Leslie Amass
Lecturer in Psychology
Ph.D., Boston University

Allen Anderson
Assistant Professor of Music
Ph.D., Brandeis University '84

Joyce Antler
Associate Professor of American Studies
Ph.D., State University of New York, Stony Brook

Aharon Appelfeld
Visiting Professor of Literature
M.A., Oxford University

Amy Armon
Lecturer in Spanish
M.A., The Johns Hopkins University

Robert J. Art
Christian A. Herter Professor of International Relations and Director, Center for International and Comparative Studies
Ph.D., Harvard University

Maurice Auslander
Sol Kittay Professor of Mathematics
Ph.D., Columbia University

Howard Baker
Lecturer in Education
B.S., Emerson College

Edward Balkovich
Adjunct Associate Professor of Computer Science
Ph.D., University of California, Santa Barbara

Carl I. Belz
Adjunct Professor of Fine Arts and Director, Rose Art Museum
Ph.D., Princeton University

James R. Bensinger
Professor of Physics
Ph.D., University of Wisconsin

Alan Berger
Associate Professor of Philosophy
Ph.D., Rockefeller University

Stephan Berko
William R. Kenan, Jr. Professor of Physics
Ph.D., University of Virginia

Gerald Bernstein
Associate Professor of Fine Arts
Ph.D., University of Pennsylvania

Frank Bidart
Poet-in-Residence (English)
M.A., Harvard University

Rudolph Binion
Leff Families Professor of Modern European History
Ph.D., Columbia University

Egon Bittner**
Harry Coplan Professor in the Social Sciences
Ph.D., University of California, Los Angeles

Eugene C. Black
Ottile Springer Professor of History
Ph.D., Harvard University

Françoise Bliet
Lecturer in French
M.A., Catholic University of Louvain

Craig Blocker
Associate Professor of Physics
Ph.D., University of California, Berkeley

Nancy Bloom
Lecturer with rank of Assistant Professor and Field Work Coordinator Hornein Program
M.S.W., Boston University

Sissela Bok**
Professor of Philosophy
Ph.D., Harvard University

T. Christian Boles
Associate Professor of Biochemistry
Ph.D., Princeton University

Martin Boykan
Irving Fine Professor of Music
M.M., Yale School of Music

Orly Braff
Lecturer in Hebrew
B.A., Tel Aviv University

Robert Brannum
Lecturer with rank of Assistant Professor of Physical Education
B.S., Michigan State University

Marc Brettler**
Assistant Professor of Near Eastern and Judaic Studies
Ph.D., Brandeis University '86

Faina Brode
Adjunct Assistant Professor of Russian
Ph.D., Brandeis University '88

Olga Broumas
Fannie Hurst Poet-in-Residence
M.F.A., University of Oregon

Edgar H. Brown, Jr.
Jennie Sapirstein Professor of Mathematics
Ph.D., Massachusetts Institute of Technology

Seyom Brown
Wien Professor of International Cooperation
Ph.D., University of Chicago

David A. Buchsbaum
Professor of Mathematics
Ph.D., Columbia University

Richard Burr
Lecturer in Physical Education
B.S., University of Massachusetts, Amherst

John Davies Burt**
Associate Professor of English
Ph.D., Yale University

Graham B. Campbell
Associate Professor of Fine Arts
M.F.A., Yale University

Mary Campbell*
Assistant Professor of English
Ph.D., Boston University

Karl F. Canter
Professor of Physics
Ph.D., Wayne State University

Qizhen Cao
Lecturer in Chinese
B.A., Nankai University

John Capeci
Assistant Professor of Economics
Ph.D., Princeton University

Kay Carney
Artist-in-Residence in Acting
M.A., Mt. Holyoke College

Anne P. Carter
Fred C. Hecht Professor of Economics
Ph.D., Harvard University

Donald L.D. Caspar
Professor of Physics and Rosenstiel Basic Medical Sciences Research Center
Ph.D., Yale University

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Ph.D., University of Cincinnati

Eric Chafe
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Ph.D., University of Toronto

Bulbul Chakraborty
Assistant Professor of Physics
Ph.D., State University of New York, Stony Brook

Iu-Yam Chan
Professor of Chemistry
Ph.D., University of Chicago

Eric Chasalow
Assistant Professor of Composition
D.M.A., Columbia University

Max Chretien
Associate Professor of Physics
Ph.D., University of Basel

James H. Clay
Professor of Theater Arts
Ph.D., University of Illinois

Reid Click
Instructor in Economics
M.B.A., University of Chicago

Carolyn Cohen
Professor of Biology and Rosenstiel Basic Medical Sciences Research Center
Ph.D., Massachusetts Institute of Technology

*On leave Fall Term 1990-91

**On leave Spring Term 1990-91

***On leave 1990-91

- Jacob Cohen**
Associate Professor of American Studies
M.A., Yale University
- Jacques Cohen**
Zayre/Feldberg Professor of Computer Science
Ph.D., University of Illinois and Dr.Sc., University of Grenoble
- Martin Cohn**
Lecturer and Senior Research Associate in Computer Science
Ph.D., Harvard University
- Samuel K. Cohn, Jr.**
Professor of History
Ph.D., Harvard University
- Charles Colbert**
Adjunct Professor of Fine Arts
Ph.D., Harvard University
- Peter Conrad**
Professor of Sociology
Ph.D., Boston University
- Lee Cornfield**
Lecturer in Spanish
M.A., Boston University
- Michael W. Coven**
Lecturer in Physical Education
Ed.M., Springfield College
- Linda Cregg**
Lecturer in French
M.A., Boston University
- Theodore Cross**
Lecturer in Psychology
Ph.D., Boston University
- Joseph Cunningham**
Lecturer with rank of Assistant Professor of Psychology
Ph.D., Vanderbilt University
- Jan Curtis**
Lecturer in Theater Arts
M.A., Antioch University
- Charles Cutter**
Lecturer in Near Eastern and Judaic Studies
Ph.D., Ohio State University
- Sandra Dackow**
Artist-in-Residence (Music)
Ph.D., Eastman School of Music
- Denise Dallamora**
Lecturer in Physical Education
B.S., Northeastern University
- Olga Davidson**
Lecturer in Near Eastern and Judaic Studies
Ph.D., Princeton University
- Alexander Davis**
Artist-in-Residence (Theater Arts)
M.F.A., Brandeis University '83
- Beth Davis**
Lecturer in Education
M.Ed., Boston College
- James Davis, Jr.**
Assistant Professor of Chemistry
Ph.D., Vanderbilt University
- David J. DeRosier**
Professor of Biology and Rosenstiel Basic Medical Sciences Research Center
Ph.D., University of Chicago
- Stanley Deser**
Enid and Nathan S. Ancell Professor of Physics
Ph.D., Harvard University
- Susan Dibble**
Artist-in-Residence in Stage Movement (Theater Arts)
B.F.A., State University of New York, Purchase
- Thomas Doherty***
Lecturer with rank of Assistant Professor of Cinematography (American Studies)
Ph.D., University of Iowa
- F. Trenery Dolbear, Jr.**
Clinton S. Darling Professor of Economics
Ph.D., Yale University
- Evsey D. Domar**
Visiting Professor of Economics
Ph.D., Harvard University
- Emily P. Dudek**
Adjunct Professor of Chemistry
Ph.D., Radcliffe College
- James E. Duffy**
Professor of African and Afro-American Studies
Ph.D., Harvard University
- Karl Eigsti**
Adjunct Professor of Scenic Design (Theater Arts)
M.A., University of Bristol
- David Eisenbud**
Professor of Mathematics
Ph.D., University of Chicago
- Judith Eissenberg**
Artist-in-Residence (Music)
M.M., Yale University
- Joshua Elkin**
Lecturer in Jewish Education, Hornstein Program
Ed.D., Columbia University
- Mei-Mei Ellerman**
Lecturer with rank of Assistant Professor of Italian
Ph.D., Harvard University
- Edward Engelberg**
Professor of Comparative Literature and European Cultural Studies
Ph.D., University of Wisconsin
- Irving R. Epstein**
Helena Rubinstein Professor of Chemistry
Ph.D., Harvard University
- Philip Ethington**
Lecturer in History
Ph.D., Stanford University
- Robert Evans, Jr.**
Atran Professor of Labor Economics
Ph.D., University of Chicago
- John Evans-Klock**
Lecturer in Economics
B.A., University of California
- Bihui Fang**
Lecturer in Chinese
B.A., Beijing Institute of Foreign Languages
- Gerald D. Fasman**
Louis and Bessie Rosenfield Professor of Biochemistry
Ph.D., California Institute of Technology
- Margot Fassler*****
Assistant Professor of Music
Ph.D., Cornell University
- Gordon A. Fellman**
Associate Professor of Sociology
Ph.D., Harvard University
- Henry Felt**
Lecturer in American Studies
B.A., Goddard College
- David Hackett Fischer**
Earl Warren Professor of History
Ph.D., The Johns Hopkins University
- Charles S. Fisher***
Associate Professor of Sociology
Ph.D., University of California, Berkeley
- Sylvia Fishman**
Adjunct Lecturer in the Hornstein Program
Ph.D., Washington University
- William Flesch**
Assistant Professor of English and American Literature
Ph.D., Cornell University
- Richard Ford**
Artist-in-Residence (Music)
B.Mus., New England Conservatory of Music
- Dian Fox****
Associate Professor of Spanish and Comparative Literature
Ph.D., Duke University
- Marvin Fox**
Philip W. Lown Professor of Jewish Philosophy and Director, Lown School
Ph.D., University of Chicago
- Bruce M. Foxman**
Professor of Chemistry
Ph.D., Massachusetts Institute of Technology
- Seth Fraden**
Assistant Professor of Physics
Ph.D., Brandeis University '87
- Gregory L. Freeze***
Professor of History
Ph.D., Columbia University
- Eberhard Frey**
Associate Professor of German
Ph.D., Cornell University
- Sylvia Fuks Fried**
Lecturer in Yiddish (on the Jacob D. Berg Fund)
M.A., The Hebrew University
- Linda S. Frisch**
Lecturer with rank of Assistant Professor of Germanic Language and Literature
M.A., University of California, Santa Barbara
- Lawrence H. Fuchs**
Meyer and Walter Jaffe Professor in American Civilization and Politics
Ph.D., Harvard University
- Chandler M. Fulton**
Professor of Biology
Ph.D., Rockefeller Institute
- Stephen Geller**
Visiting Associate Professor of Biblical Studies
Ph.D., Harvard University (Dropsie College)
- Jeff Gelles**
Markay Assistant Professor of Biochemistry
Ph.D., California Institute of Technology
- Stephen J. Gendzier**
Associate Professor of French and Comparative Literature
Ph.D., Columbia University
- Wolfram Gerdes**
Assistant Professor of Mathematics
Ph.D., Massachusetts Institute of Technology
- Stefan Gerlach**
Assistant Professor of Economics
Sc.D., University of Geneva
- Ira M. Gessel****
Professor of Mathematics and Computer Science
Ph.D., Massachusetts Institute of Technology
- Martin Gibbs**
Abraham S. and Gertrude Burg Professor in Life Sciences
Ph.D., University of Illinois
- Daniel Gidron**
Artist-in-Residence (Theater Arts)
M.F.A., Brandeis University '68
- Michael T. Gilmore**
Professor of English
Ph.D., Harvard University
- Jack S. Goldstein**
Professor of Astrophysics
Ph.D., Cornell University
- Ruth Gollan**
Adjunct Associate Professor of Near Eastern and Judaic Studies and Director, Hebrew and Oriental Language Programs
Ph.D., Boston College
- Eugene Goodheart**
Edytha Macy Cross Professor of Humanities and Director, Humanities Center
Ph.D., Columbia University
- Ashton Graybiel**
Adjunct Professor of Psychology
M.D., Harvard University
- Robert S. Greenberg**
Associate Professor of Philosophy
Ph.D., University of Chicago
- Jane B. Grimshaw**
Professor of Linguistics
Ph.D., University of Massachusetts, Amherst
- Marcus T. Crisaru**
Professor of Physics
Ph.D., Princeton University
- Eugene P. Gross***
Edward and Gertrude Swartz Professor of Theoretical Physics
Ph.D., Princeton University

| | | | | | |
|---|--|---|---|---|---|
| Allen R. Grossman* Paul E. Prosswimmer Professor of Poetry and General Education <i>Ph.D., Brandeis University '60</i> | Sara Hascal Lecturer in Hebrew <i>M.A., Hebrew College</i> | Thomas C. Hollocher, Jr. Professor of Biochemistry <i>Ph.D., University of Rochester</i> | Ray S. Jackendoff* Professor of Linguistics <i>Ph.D., Massachusetts Institute of Technology</i> | Neil Duff Kamil Lecturer in History <i>Ph.D., The Johns Hopkins University</i> | Marcel Kinsbourne Adjunct Professor of Psychology <i>D.M., Oxford University</i> |
| James E. Haber Professor of Biology and Rosenstiel Basic Medical Sciences Research Center <i>Ph.D., University of California, Berkeley</i> | K.C. Hayes* Professor of Biology and Director, Foster Biomedical Research Laboratories <i>Ph.D., University of Connecticut</i> | Paul Horn Lecturer in Economics <i>M.B.A., Boston University</i> | David Jacobson Associate Professor of Anthropology <i>Ph.D., University of Rochester</i> | William Kapelle Associate Professor of History <i>Ph.D., University of Massachusetts</i> | Lawrence E. Kirsch** Professor of Physics <i>Ph.D., Rutgers University</i> |
| Jane Hale Assistant Professor of French and Comparative Literature <i>Ph.D., Stanford University</i> | Gila J. Hayim* Associate Professor of Sociology <i>Ph.D., University of Pennsylvania</i> | Judith A. Houde Lecturer in Physical Education <i>M.S.Ed., University of Tennessee</i> | Paul Jankowski Lecturer with rank of Assistant Professor of History <i>D.Phil., Oxford University</i> | Benjamin Kaplan Assistant Professor of History <i>Ph.D., Harvard University</i> | Attila O. Klein Professor of Biology <i>Ph.D., Indiana University</i> |
| Jeffrey C. Hall Professor of Biology <i>Ph.D., University of Wisconsin</i> | Peter Heller Professor of Physics <i>Ph.D., Harvard University</i> | Elisabeth Howe Lecturer with rank of Assistant Professor of French <i>Ph.D., Harvard University</i> | Anne F. Janowitz Associate Professor of English and American Literature <i>Ph.D., Stanford University</i> | David Kaplan*** Professor of Anthropology <i>Ph.D., University of Michigan</i> | Karen Wilk Klein*** Associate Professor of English <i>Ph.D., Columbia University</i> |
| Lynn Halpern** Assistant Professor of Physiological Psychology <i>Ph.D., Northwestern University</i> | Michael J. Henchman*** Professor of Chemistry <i>Ph.D., Yale University</i> | Jane Hughes Adjunct Professor of Economics <i>M.B.A., New York University</i> | Gary H. Jefferson* Assistant Professor of Economics <i>Ph.D., Yale University</i> | Edward K. Kaplan Professor of French and Comparative Literature <i>Ph.D., Columbia University</i> | James Kloppenberg Associate Professor of History <i>Ph.D., Stanford University</i> |
| Martin Halpern Samuel and Sylvia Schulman Professor of Theater Arts <i>Ph.D., Harvard University</i> | Philip Hendren Artist-in-Residence (Theater Arts) <i>M.A., University of Washington</i> | Mark L. Hulliang Professor of Politics <i>Ph.D., Harvard University</i> | William P. Jeneks Gyula and Katia Tauber Professor of Biochemistry and Molecular Pharmacodynamics <i>M.D., Harvard University</i> | Ethan Kapstein Assistant Professor of International Relations <i>Ph.D., Tufts University Fletcher School of Law and Diplomacy</i> | Raymond Knight Professor of Psychology <i>Ph.D., University of Minnesota</i> |
| Karen Hansen Assistant Professor of Sociology <i>Ph.D., University of California, Berkeley</i> | James B. Hendrickson Henry F. Fischbach Professor of Chemistry <i>Ph.D., Harvard University</i> | Robert C. Hunt Professor of Anthropology <i>Ph.D., Northwestern University</i> | Eric Jensen Assistant Professor of Physics <i>Ph.D., Cornell University</i> | Lisa Karp Lecturer in Arabic <i>M.A., Harvard University</i> | Ann O. Koloski-Ostrow Adjunct Assistant Professor of Classical Studies <i>Ph.D., University of Michigan</i> |
| Stephen Harkins Adjunct Professor of Psychology <i>Ph.D., University of Missouri</i> | Maurice Hershenson George and Frances Levin Associate Professor of Psychology <i>Ph.D., Yale University</i> | Hugh E. Huxley Lucille P. Markey Professor of Biology and Director, Rosenstiel Basic Medical Sciences Research Center <i>Sc.D., Cambridge University</i> | William A. Johnson Albert V. Daniels Professor of Philosophy and Christian Thought <i>Ph.D., Columbia University</i> | Theodore L. Kazanoff Blanche, Barbara and Irving Laurie Professor of Theater Arts <i>M.A., Smith College</i> | David Kopp Lecturer in Music <i>M.A., State University of New York, Stony Brook</i> |
| Phillip Harper Assistant Professor of English <i>Ph.D., Cornell University</i> | Judith Herzfeld Professor of Biophysical Chemistry <i>Ph.D., Massachusetts Institute of Technology</i> | Kiyoshi Igusa* Professor of Mathematics <i>Ph.D., Princeton University</i> | Patricia A. Johnston** Associate Professor of Classical Studies <i>Ph.D., University of California, Berkeley</i> | Philip M. Keehn Professor of Chemistry <i>Ph.D., Yale University</i> | Steven Kramer Assistant Professor of Developmental Psychology <i>Ph.D., University of Virginia</i> |
| Barbara A. Harris Artist-in-Residence (Theater Arts) <i>M.F.A., Yale University</i> | Timothy J. Hickey Assistant Professor of Computer Science <i>Ph.D., University of Chicago</i> | Judith T. Irvine Associate Professor of Anthropology <i>Ph.D., University of Pennsylvania</i> | Douglas Jones Lecturer in History <i>Ph.D., Brandeis University '75</i> | Allan R. Keiler Professor of Music <i>Ph.D., Harvard University</i> | Kenneth Kustin** Professor of Chemistry <i>Ph.D., University of Minnesota</i> |
| Michael Harris Professor of Mathematics <i>Ph.D., Harvard University</i> | Donald Hindley Professor of Politics <i>Ph.D., Australian National University</i> | Rachel Israeli Lecturer in Hebrew <i>B.A., Tel Aviv University</i> | John Bush Jones Adjunct Professor of Theater Arts <i>Ph.D., Northwestern University</i> | Alice A. Kelikian Associate Professor of History <i>D.Phil., Oxford University</i> | Margie Lachman Associate Professor of Psychology <i>Ph.D., Pennsylvania State University</i> |
| Erica Harth Professor of French and Comparative Literature <i>Ph.D., Columbia University</i> | Eli Hirsch Charles Goldman Professor of Philosophy <i>Ph.D., New York University</i> | Elena Ivanova Artist-in-Residence in Costume (Theater Arts) <i>Diploma, Leningrad University</i> | Peter C. Jordan Professor of Chemistry <i>Ph.D., Yale University</i> | Morton Keller Samuel J. and Augusta Spector Professor of History <i>Ph.D., Harvard University</i> | James R. Lackner*** Meshulam and Judith Riklis Professor of Physiology <i>Ph.D., Massachusetts Institute of Technology</i> |
| | James Hollifield Assistant Professor of Politics <i>Ph.D., Duke University</i> | | Helen Jeffrey Kadish Lecturer in Philanthropy and Fund-Raising (Hornstein Program) <i>M.S.W., Brandeis University, Heller School '74</i> | Reuven B. Kimelman Associate Professor of Near Eastern and Judaic Studies <i>Ph.D., Yale University</i> | |

*On leave Fall Term
1990-91**On leave Spring Term
1990-91

***On leave 1990-91

- Robert V. Lange**
Associate Professor of
Physics
*Ph.D., Harvard
University*
- Richard H. Lansing**
Professor of Italian and
Comparative Literature
*Ph.D., University of
California, Berkeley*
- Rena Lavie**
Lecturer in Hebrew
*M.A., University of
California, Los Angeles*
- Kathryn Lesh**
Assistant Professor of
Mathematics
*Ph.D., Massachusetts
Institute of Technology*
- Andrea Leskes**
Adjunct Associate
Professor of French
*Ph.D., Rockefeller
University*
- Martin A. Levin**
Professor of Politics and
Director, Gordon Public
Policy Center
*Ph.D., Harvard
University*
- Harold I. Levine**
Professor of Mathematics
*Ph.D., University of
Chicago*
- Jerome P. Levine**
Professor of Mathematics
*Ph.D., Princeton
University*
- Lawrence Levine**
Professor of Biochemistry
(American Cancer
Society Professorship)
*Sc.D., The Johns Hopkins
University*
- Norman E. Levine***
Associate Professor of
Physical Education
B.S., Bates College
- Alan Levitan**
Associate Professor of
English
*Ph.D., Princeton
University*
- Irwin B. Levitan**
Professor of Biochemistry
and Director, Center for
Complex Systems
Ph.D., McGill University
- Avigdor Levy**
Associate Professor of
Near Eastern and Judaic
Studies
*Ph.D., Harvard
University*
- Nancy Levy-Konesky**
Lecturer in Spanish and
Director, French, Italian
and Spanish Language
Programs
*M.A., American
University*
- Arthur Lewbel**
Associate Professor of
Economics
*Ph.D., Massachusetts
Institute of Technology*
- Susan Lichtman****
Associate Professor of
Fine Arts
M.F.A., Yale University
- John E. Lisman**
Professor of Biology
*Ph.D., Massachusetts
Institute of Technology*
- Denise Loewenguth**
Artist-in-Residence
(Theater Arts)
- Annie Loui**
Artist-in-Residence
(Theater Arts)
- Susan Lovett**
Assistant Professor of
Biology and Rosenstiel
Basic Medical Sciences
Research Center
*Ph.D., University of
California, Berkeley*
- John M. Lowenstein**
Helena Rubinstein
Professor of Biochemistry
Ph.D., London University
- Susan Lowey**
Professor of Biochemistry
and Rosenstiel Basic
Medical Sciences
Research Center
Ph.D., Yale University
- Mary Lowry**
Artist-in-Residence in
Voice
M.F.A., Ohio University
- Michael Macy**
Assistant Professor of
Sociology
*Ph.D., Harvard
University*
- Robert J. Maeda**
Professor of Fine Arts
*Ph.D., Harvard
University*
- Harry Mairson**
Assistant Professor of
Computer Science
*Ph.D., Stanford
University*
- Joan M. Maling*****
Professor of Linguistics
*Ph.D., Massachusetts
Institute of Technology*
- James Mandrell**
Assistant Professor of
Spanish and
Comparative Literature
*Ph.D., The Johns Hopkins
University*
- Eve E. Marder**
Professor of Biology
*Ph.D., University of
California, San Diego*
- Daniel Margolis**
Lecturer in Jewish
Education, Hornstein
Program
*Ed.D., Columbia
University*
- Virginia Marino**
Lecturer with rank of
Assistant Professor of
French
Ph.D., Yale University
- Beth Markowitz**
Lecturer in Spanish
*M.A., University of
Wisconsin, Madison*
- Robert L. Marshall**
Louis, Frances and
Jeffrey Sachar Professor
of Music
*Ph.D., Princeton
University*
- Kenji Matsuki**
Assistant Professor of
Mathematics
*Ph.D., Columbia
University*
- Teruhisa Matsusaka**
Berenson Professor of
Mathematics
Dr.Sc., Kyoto University
- Alan L. Mayer**
Professor of Mathematics
*Ph.D., Princeton
University*
- Sally McBrearty***
Assistant Professor of
Anthropology
*Ph.D., University of
Illinois*
- Charles McClendon**
Associate Professor of
Fine Arts
*Ph.D., New York
University*
- Rachel McCulloch**
Rosen Family Professor
of Economics
*Ph.D., University of
Chicago*
- Colquitt Meacham**
Adjunct Professor of
Legal Studies
*L.L.M., Harvard
University*
- Sarah Mead**
Artist-in-Residence
(Music)
M.A., Stanford University
- R. Shep Melnick**
Associate Professor of
Politics
*Ph.D., Harvard
University*
- Brinkley Messick**
Lecturer in
Anthropology
*Ph.D., Princeton
University*
- Robert B. Meyer**
Professor of Physics
*Ph.D., Harvard
University*
- Marc Miles**
Adjunct Professor of
Economics
*Ph.D., University of
Chicago*
- Sidney Milkis**
Assistant Professor of
Politics
*Ph.D., University of
Pennsylvania*
- Christopher Miller*****
Professor of Biochemistry
and Howard Hughes
Medical Institute
Investigator
*Ph.D., University of
Pennsylvania*
- Robin Miller**
Associate Professor of
Russian and
Comparative Literature
*Ph.D., Columbia
University*
- Nora Mitchell**
Lecturer in University
Studies
*Ph.D., Brandeis
University '84*
- Robert Molla**
Lecturer in Spanish
M.A., Indiana University
- Jacques-Louis Monod**
Lecturer with rank of
Associate Professor of
Music
*D.M.A., Columbia
University*
- Paul H. Monsky**
Professor of Mathematics
*Ph.D., University of
Chicago*
- Robert O. Moody, Jr.**
Associate Professor of
Theater Arts
- Ricardo B. Morant**
Minnie and Harold L.
Fiernan Professor of
Psychology
Ph.D., Clark University
- Ruth Schachter
Morgenthau**
Adlai E. Stevenson
Professor of International
Politics
Ph.D., Oxford University
- Paul A. Morrison**
Assistant Professor of
English and American
Literature (on the Mellon
Foundation)
*Ph.D., University of
Toronto*
- Zhiqing George Mou**
Assistant Professor of
Computer Science
Ph.D., Yale University
- Leonard C. Muellner**
Associate Professor of
Classical Studies
*Ph.D., Harvard
University*
- William T. Murakami**
Associate Professor of
Biochemistry
*Ph.D., University of
Southern California*
- David W. Murray**
Assistant Professor of
Anthropology
*Ph.D., University of
Chicago*
- Michael Murray**
Adjunct Professor of
Theater Arts and
Director, Theater Arts
Program
M.F.A., Boston University
- Zila Naor**
Lecturer in Hebrew
M.A., Hebrew College
- Jon Nelson**
Lecturer in Music
*M.F.A., Brandeis
University '88*
- Bruria Nevo-Hachoen**
Lecturer in Hebrew
M.A., Hebrew College
- Alfred Nisonoff***
Professor of Biology and
Rosenstiel Basic Medical
Sciences Research Center
*Ph.D., The Johns Hopkins
University*
- Wellington W.
Nyangoni****
Professor of African and
Afro-American Studies
Ph.D., Howard University
- Karen Oakes**
Lecturer with rank of
Assistant Professor of
Women's Studies
*Ph.D., Brandeis
University '86*
- Kevin O'Brien**
Lecturer in Physical
Education
B.A., Tufts University
- Dora Older**
Lecturer with rank of
Assistant Professor of
Spanish
Ph.D., Brown University
- James D. Olesen**
Associate Professor of
Music
*D.M.A., University of
Michigan*
- Richard J. Onorato**
Associate Professor of
English
*Ph.D., Harvard
University*
- Daniel Orian**
Assistant Professor of
Biochemistry
*Ph.D., University of
Michigan*
- Jessie Ann Owens***
Associate Professor of
Music
*Ph.D., Princeton
University*
- Richard S. Palais**
Professor of Mathematics
*Ph.D., Harvard
University*
- Richard Parmentier**
Associate Professor of
Anthropology
*Ph.D., University of
Chicago*

- Hugh N. Pendleton**
Professor of Physics
Ph.D., Carnegie Institute of Technology
- Peter A. Petri*****
Carl Shapiro Professor of International Finance and Director, Lemberg Program in International Economics and Finance
Ph.D., Harvard University
- Gregory Petsko**
Lucille P. Markey Professor of Biochemistry and Chemistry and Rosenstiel Basic Medical Sciences Research Center
D.Phil., Oxford University
- Jayne Ann Phillips**
Fannie Hurst Writer-in-Residence
M.F.A., University of Iowa
- Thomas Pochapsky**
Assistant Professor of Chemistry
Ph.D., University of Illinois
- Bonit Porath**
Lecturer in Hebrew
B.A., Tel Aviv University
- Carolyn Pouncy**
Lecturer in History
Ph.D., Stanford University
- Hillard Pouncy**
Associate Professor of African and Afro-American Studies
Ph.D., Massachusetts Institute of Technology
- Alex T. Prengel, Jr.**
Lecturer with rank of Assistant Professor of Computer Science
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- Joan L. Press***
Associate Professor of Biology and Rosenstiel Basic Medical Sciences Research Center
Ph.D., University of Pennsylvania
- Alan Sanford Prince*****
Professor of Linguistics and Cognitive Science
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